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**CANADIAN THESES ON MICROFICHE**

***THÈSES CANADIENNES SUR MICROFICHE***

NAME OF AUTHOR/*NOM DE L'AUTEUR* Donald John MEEN

TITLE OF THESIS/*TITRE DE LA THÈSE* An Assessment of the Youth Development Program of Grant MacEwan Community College

UNIVERSITY/*UNIVERSITÉ* University of Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/ *GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE* M. Ed.

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* 1979

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THE UNIVERSITY OF ALBERTA

# AN ASSESSMENT OF THE YOUTH DEVELOPMENT PROGRAM
# OF
# GRANT MACEWAN COMMUNITY COLLEGE

Ⓒ

by

DONALD JOHN MEEN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN
PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE DEGREE OF
MASTER OF EDUCATION
IN
COUNSELING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1979

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled An Assessment of the Youth Development Program of Grant MacEwan Community College, submitted by Donald John Meen in partial fulfilment of the requirements for the degree of Master of Education.

Kay

Supervisor

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H. W. Zingle

Date June 20, 1979

# ABSTRACT

The overall concern of this study was the collection of data with regard to the extent to which the Youth Development Program of Grant MacEwan Community College provides adequate educational preparation of persons intending to enter the child care/youth counselling field, given current and anticipated requirements. Data suggesting inadequacies may be used to modify the program.

Questionnaires and interview formats were developed for the purpose of collecting the opinions and judgments of respondent groups including: the students, faculty and advisors of the 1977/78 term, program graduates from term 1973/74 to term 1976/77, selected Alberta child care (counselling) centres, the field supervisors of the 1977/78 graduating class, the supervisors of graduates employed in the field, and selected respondents from the child welfare field. Data generated from these instruments were collected and analyzed with regard to selected input, process and output factors.

The objectives of the study revolved around four major areas of concern: 1. the relevance of program goals and objectives, 2. the effectiveness of program instruction, 3. the achievement of program goals and objectives, and 4. trends in the child care/youth counselling field which may have an impact upon the program.

The following conclusions with regard to the Youth Development program are indicated by the results of this study:

1. Overall program goals are highly relevant both to the educational goals of program students and to meeting the needs of the child

care/youth counselling field for trained staff. Most final program objectives are perceived by most program graduates, faculty, advisors and child care (counselling) centres as highly relevant to the child care/youth counselling function.

2. Most graduates regard the program as having effectively enabled their achievement of most of the final program objectives, and most students regard program courses as having effectively enabled their achievement of most interim objectives. Students and graduates are largely satisfied with the effectiveness of most instructional factors related to program courses.

3. The program is perceived by most program graduates, faculty, advisors and child care (counselling) centres as adequate or better in training people as specialists in understanding and working with young people and in providing training which is realistic and practical, but not in providing staff already employed in institutions and agencies with the opportunity to upgrade themselves.

Most graduands of the 1977/78 term were perceived as performing at average and above average levels of competence in all field-related skills rated, and a large majority of graduates rated were judged by their supervisors to be performing effectively or very effectively the skills comprising the program's final skill objectives. Most graduates secure education-related employment.

4. Trends related to increased sophistication of the child care/youth counselling function and its further development in community-based services will probably have substantial impact upon the program.

Recommendations included: 1. that the goal of upgrading present child care (counselling) staff competence be examined further as to desirability and feasibility, 2. that the program examine its effectiveness in preparing community youth workers, 3. that courses be modified or eliminated on the basis of indicated relevance to the field and/or effectiveness, 4. that program evaluation be ongoing, 5. that opportunities be explored to improve educational mobility of graduates, and 6. that the Youth Development Program continue to provide training to persons intending to work in the child care/youth counselling field.

# ACKNOWLEDGEMENTS

The author wishes to thank Dr. S. Robertson, Dr. A. MacKay, Mr. Phil Shragge and Mr. Russ Sawchuk for their helpful suggestions and direction in completing the study.

Appreciation is also expressed to Mr. Rob Chubb, Mrs. Joan Bachor and Mr. Kevin Simpson for their unflagging assistance and encouragement.

Lastly, special thanks are extended to the faculty, students, graduates and advisors of the Youth Development Program of Grant MacEwan Community College, whose caring for troubled children and youth is a continuing source of inspiration.

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# CHAPTER ONE

## INTRODUCTION TO THE STUDY

The overall concern of this study was the collection of data with regard to the extent to which the Youth Development Program of Grant MacEwan Community College provides adequate educational preparation of persons intending to enter the child care/youth counselling field as child care or youth workers (counsellors). Data were collected during the 1977/1978 college term from students, faculty, and advisory committee of the program, from employing child care (counselling) centres and from selected child welfare professionals.

Various of these college and community constituents were invited to indicate their perceptions of:

1. the relevance of program goals and objectives to those of students and the child care/youth counselling field;
2. the effectiveness of various aspects of program instruction in enabling students to meet program goals and objectives;
3. the achievement of program goals and objectives;
4. trends in the child care/youth counselling field with potential impact upon the program.

## History and Philosophy of Grant MacEwan Community College

In 1969 the Planning Committee to the Board of Post Secondary Education proposed the establishment of a college in Edmonton which would be the sixth in Alberta. This college was to offer programs not offered by N.A.I.T. or the University of Alberta but which were required to meet certain education needs expressed by the community. In addition to continuing education offerings and upgrading coursework for youth and adults, this college was to offer general post secondary education and programs related to careers in the human service area. This college was to be accessible to people with a wide variety of backgrounds, a college with an open-door orientation.[1] The college was to emphasize teaching effectiveness and to be responsive to community needs. In 1970 the Board of Governors met for the first time. In the Fall trimester of 1971 the college opened with its Old Scona and Cromdale campuses and four hundred students. In the 1977/78 term 2,833 full time equivalent students enrolled in a total of four campuses throughout Edmonton.

The basic philosophy of the college as stated in college policy is a reflection of the major concerns included in the original proposal as briefly summarized above. In addition the policy states that the college is to "create an atmosphere in which the individual student can develop his total personality - intellectual, spiritual, physical and social. This is achieved by establishing the greatest possible interplay, both formal and informal, between faculty, students, administration and the community".[2]

## History of the Youth Development Program

The Youth Development Program originated in 1972 as the Adolescent Development Program, and resulted from the acceptance by the Alberta Colleges Commission of a proposal put forward by a working committee of college and child welfare agency personnel.

The proposal spoke of the "new generation phenomenon" of the late 1960's, early 1970's and contended that no educational institution had addressed itself adequately to the area of youth or adolescent studies. Furthermore, it suggested that there were over ten thousand people working at least part time in a professional or sub-professional capacity with this age group in Alberta, government employees accounting for perhaps as many as one thousand of these.[3]

A survey of seventeen social service agencies and three private citizens with extensive involvement with young people indicated that fourteen agreed there was a need for the program proposed. Twelve agency respondents indicated a willingness to hire graduates.

In terms of upgrading the competence of presently employed staff, fourteen agency respondents saw part time enrolment as more useful than full time enrolment: no respondent preferred the latter.

Considering coursework in this area as being related to that offered in other programs such as Social Services worker and Police Sciences, the working committee designed a curriculum with a common first year. A specializing second year included a field experience (practicum) component.

This committee envisaged participation of thirty full and part time students on a twice yearly intake basis. It maintained that the "greatest need at the moment (was) to provide existing staffs within the various institutions and agencies with the opportunity to upgrade themselves (and that) there also exists the requirement to provide a full time diploma program on a more modest basis".[4]

At its inception **Adolescent Development** was under the supervision of the section head for Police Sciences and utilized professionals from child welfare agencies involved with young people as instructors on a part time basis. At the beginning of the summer trimester of 1973 a full time program head for this program alone was engaged. Two half time faculty were added, the remaining instructional duties still performed part time by professionals from the child welfare field.

The curriculum was substantially redesigned during the 1975/1976 term, with the approval of the advisory committee of community representatives. The redesigned program intensified the skill development focus, specifically in milieu counselling and behaviour management. The common first year with other programs was never implemented although five of the ten first year courses (Communications, Introductory Psychology, Introductory Sociology, two electives) may be taken in common with students from other programs. The practicum was extended through all four trimesters, with eight hours spent each week of trimesters one and two, and sixteen each week of trimesters three and four. Also at this time, the program name was changed to Youth Development, this name being regarded as more accurate, given program content and orientation, and as more easily understood by community members.

Student enrolment in the program increased over the period 1972 to 1977, with resulting changes in quota from twenty-five in 1972 to thirty in 1973, to forty-five in 1975. Enrolments are summarized in table 1.

Evening and summer credit courses were offered beginning in the summer of 1973. Courses were selected which were expected to attract both members of the community at large and persons working in some capacity with youth. Special courses were developed for this latter group, and included, Parenting Styles for Foster and Group Home Parents, Health Issues, and Group Home Management. The program has delivered specialized coursework to a group of North West Territories child care workers. Approximately 250 people have been involved part time with the program since its inception.

During its existence the program has been located successively at the college's Cromdale, Assumption and Mill Woods campuses.

Table 1 ENROLMENTS IN YOUTH DEVELOPMENT PROGRAM 1972/73 TO 1977/78 TERMS

| Academic Year | Quota | Number of first year students | Number of second year students | Total | Number of Graduates |
|---|---|---|---|---|---|
| 1972/73 | 25 | 28 | | 28 | - |
| 1973/74 | 30 | 33 | 14 | 45 | 11 |
| 1974/75 | 45 | 33 | 21 | 54 | 12 |
| 1975/76 | 45 | 42 | 20 | 62 | 12 |
| 1976/77 | 45 | 40 | 20 | 60 | 18 |
| 1977/78 | 45 | 50 | 22 | 72 | 15 |

## Development of Program Goals

From the original program proposal, overall program goals have been articulated by faculty as A) the training of people as specialists in understanding and working with young people, B) this training being realistic and practical and C) this training being available to both full time students and on a part time basis to others especially those working in some capacity with youth.

The original program proposal does not differentiate between normal youth and those who are at risk (i.e. suffering from neglect, being emotionally disturbed or delinquent) when describing the client population to be served by program graduates. Support for the program over the past six years came largely from agencies working with youth at risk in some way, and chiefly from those agencies offering residential treatment services. This same segment of the social service field has been the most ready to provide field placement (practicum) experiences, and importantly, to hire program graduates. In terms of the involvement of persons already working with youth, the numbers predicted by the original program proposers have not materialized. Given these factors, and with the approval of the advisory committee, the program has evolved to emphasize the training of full time students desiring future employment with agencies serving youth at risk, primarily through residential treatment.

This focus on residential treatment for youth at risk has been supported by government agency hiring practices which preclude Youth Development graduates from entering social work classification series within which much of the community-based casework function falls. In addition, government hiring personnel regard the Youth Development program graduate as having training suitable to the position described usually as child care worker, which refers to those working with children and young people in residential treatment settings for the neglected, disturbed or delinquent.

Thus the original focus of the program on youth regardless of personal difficulties and regardless of the settings in which they would be involved has become narrowed to a strong emphasis on the young person at risk in some way who is being dealt with largely in residential treatment facilities.

The development of small community-based group homes for young people leaving residential treatment facilities, as an aid to their community re-integration, has paralleled the development of community based services to young people showing signs of emotional or behavioural disturbance but who are not yet at the stage where residential treatment is suitable. These developments have caused the program to retain some emphasis on community-based services to youth at risk.

The area for which little community interest in the program has been expressed is that of working with normal young people who show no signs of emotional or behavioural disturbance. For this reason this aspect of the original program proposal has received very little emphasis.

In sum, the Youth Development Program has become largely a training program of child care/youth counsellors for young people at risk (i.e. suffering from neglect, being emotionally disturbed or delinquent) who are being worked with in institutional or community based residential treatment programs.

Program faculty

Since its inception, the Youth Development Program faculty complement has been one full time instructor (also the Program Head) and several half time or part time instructors. During the 1977/78 term, in addition to the program head were two instructors on half time appointments and four on part time appointments.

It is regarded as important in this program that faculty be persons with a combination of graduate training in the helping professions and substantial work experience with disturbed, neglected, or delinquent young people. Graduate training is seen as an indicator of both commitment to personal skill development and interest in the study of counselling principles. Work experience in the field for which students are being trained is thought to allow for a more thorough understanding of the specific applications of information and skill in child care/youth counselling. Part time faculty engaged for specific specialized courses (e.g. Recreation and Youth, Health Issues) are chosen on the basis of specialized training in suitable disciplines and work experience related to those disciplines. Of the eight faculty members involved in program instruction during the 1977/78 term, one had completed a primary professional degree (B.Rec), three were engaged in Masters degree programs (M.Ed. - Ed.Psych.), two had completed Masters degrees (M.Ed. - Ed.Psych., M.A. - Clinical Psych.), one was engaged in a Ph.D. program (Ph.D. - Ed.Admin.) and one had completed a Ph.D. in Educational Psychology. In terms of years of relevant work experience, two faculty during this term had up to four years, three from five to nine years, and two more than ten years.

The personnel report of the winter trimester beginning January 1977 indicated that among the programs on the Mill Woods campus which included both the Health Sciences and Community Services departments, the Youth Development Program had a ratio of full time to part time faculty of 1:5 (0.20), the lowest on the campus except for the Social Services Worker program. Of nineteen programs across the college, all but two had higher ratios than the Youth Development Program.

## Program Students

Students are selected from among applicants on a first come - first served basis following their completion of a three part information workshop designed to alert them to both the nature of the program and the nature of the child care/youth counselling field. Applicants regarded as unsuitable are advised to seek alternatives to enrolment in the program. All applicants are tested for reading and writing skill and recommended or required to enrol in upgrading courses suitable to their needs. The most basic level of remediation available must be completed prior to acceptance into the program, if such remediation is judged to be required.

The Student Entrance Questionnaire administered to beginning students during the Fall trimester 1977 indicated that, among the thirty eight respondents, thirty three (87%) were female, five (13%) were male. The average age was twenty-two years, with seventeen (46%) under nineteen, fifteen (40%) between nineteen and thirty, and five (14%) over thirty. Twenty six students (68%) were single, seven (19%) separated or divorced, five (13%) married. Educational background was less than grade twelve for four students (11%), grade twelve for twenty seven students (75%), college or technical school for one student (3%) and some university for four students (11%).

A survey of graduates from 1974 to 1977 indicated that of thirty eight respondents, twenty seven (71.1%) had been twenty five years old or younger when entering the program, five (13.2%) had been between twenty five and thirty, and six (18.7%) had been over thirty. Twenty four respondents (63.2%) had been single, ten (26.3%) had been married, and four (10.5%) had been separated or divorced. In terms of educational background, of thirty seven respondents, ten (27%) had completed less than grade twelve, twenty (54%) had completed grade twelve, three (8.1%) had completed some college, technical school or seminary, four (10.8%) had completed some university. Five graduates (13.2%) had been away from formal schooling one year or less upon entering the Youth Development Program, twenty three (60.5%) had been away more than one year, but less than six years, five (13.2%) had been away between six and ten years, five (13.2%) ten years or more.

In sum, it is indicated by these surveys that most students were under thirty years of age, single, and had completed at least grade twelve. A majority of students have been female. Most students graduating up to and including 1977 had been out of formal schooling for at least one year prior to enrolling in the program at the college.

## Program Advisory Committee

A maximum of seven people may serve as an ongoing advisory committee to program administrators and faculty. The mandate of this committee is to advise the program faculty in matters related to the development, implementation and evaluation of the program. It is also to periodically review program objectives, content and resources. Essentially the committee interprets community needs to the program, and offers guidance as to program implementation. The committee meets twice or three times each college year with the program head and interested faculty. Its composition in 1977/78 was:

| | |
|---|---|
| Chairman, Mr. Ken Schnell, M.S.W. | Dept. of Social Services and Community Health |
| Mr. August Frauenfeldt, M.S.W. | President of the Alberta Association of Child Care Centers |
| Dr. Mary Lynn Gokiert, Ph.D. | Psychologist in private practice |
| Mr. George Taylor, M.S.W. | Treatment Director Mapleridge Centre for Girls |
| Mr. Roy Funk, B.A. | Special Projects Supervisor Young Mens Christian Association |

## Educational Philosophy and Strategies

The subsuming tenet of the educational philosophy of this program is that an effective child care/youth counsellor is first an effectively functioning human being. Thus, there is a strong emphasis upon personal awareness and inter-personal relating effectiveness in program coursework. This philosophy has also led to close faculty-student and student-student contact in small classes (seldom more than twenty-five students in a class) and seminars, (less than twelve students). It is believed that with such close contact effective inter-personal relations may be modelled by faculty and focused upon in an immediate manner. A great deal of personal consultation also occurs between individual faculty members and students, especially in practicum experiences. Some courses such as Fundamentals of Human Relations, Group Process and Youth Counselling are specially designed so as to make use of these inter-personal interactions in providing an experiential base for understanding human relations principles. Students are therefore involved actively in their own and one another's education. In courses where principles, concepts or information rather than skills are the focus, improved personal awareness remains an important goal. Hence, in the course Issues in Youth for example, a student would not only study developmental issues of salience to young people but would also examine his own reactions both now and when he was younger, to these issues. A good understanding of oneself is regarded as integral to effective personal functioning and therefore to effective helping.

A second important element of the educational philosophy of the program is that students must be able to demonstrate their proficiency in the skills which comprise the programs skill objectives and which combine to form child care/youth counselling competencies. This is seen to have implications for both the learning process and the evaluation of learning. It is strongly believed that until a student moves past hearing about, seeing and discussing a skill to actually physically performing it, his understanding of that skill is not adequate. Feedback becomes available to him through behavioural performance which is not available otherwise. This belief leads to a great deal of use of role-play and video-taped interaction, expecially in the more skill oriented courses such as Human Relations, Group Process and Youth Counselling but also in other program courses and integration seminars. The concern with demonstrable skill impacts upon student evaluation in a significant way. Skill development courses require demonstrated skill performance at a certain level for course credit. Perhaps the most extensive evaluation of what a student can actually do in terms of the child care/youth counselling function comes from the four field placement (practicum) evaluations which are completed by agency supervisors. The second year evaluations include assessments of student functioning in terms of general performance qualities (reliability, punctuality, co-operativeness, for example), behaviour management skills, counselling skills, interpersonal relating effectiveness skills, and recreation skills.

Practicum experiences are regarded as essential to the development of students' ability to apply information and skills effectively in child care/youth counselling situations. The program is designed such that students alternate days in the field with days at the college, the goal being to facilitate integration of information and skill to meet the demands of field situations and to allow for reflection on and discussion of experiences. The student is also encouraged to use field placement experiences to identify learning needs and accomplishments as well as the demands placed upon people working with youth at risk. Students have at least one community youth work and one residential treatment field experience during their program. First year students work at least eight hours each week in the field, second year students at least sixteen. Supervision is available from both agency and college staff.

Agencies participating in first year field placement have been:

Edmonton Boys & Girls Club:
- McAuley
- Londonderry
- Dickinsfield

Edmonton City Social Services Agencies:
- Beverly Centre
- Duggan Centre
- Idlewylde Centre
- West 10 - Westmount Centre

Community School Programs:
- Mill Woods - Edith Rogers
- St. Edmunds - Calder
- Strathearn

Canadian Mental Health Association
Y.M.C.A. - Employment Program
St. Albert Community Services

Agencies participating in second year field placement have been:

Acadia House Association
Chimo Youth Retreat
Glenrose Hospital
Mapleridge
McMan Homes Association
Westfield Centre
Youth Development Centre
Marydale Treatment Centre
Young Offenders Unit
Oakhill Boys Ranch .

Affective qualities, including emotions, attitudes, values, beliefs are regarded as extremely important in the development of effective helping skills in this program. Thus, program courses include affective objectives which are expected to further develop such qualities as respect, caring, genuineness, tolerance and to overcome resistance to the expression of such qualities. Again, small classes and close faculty-student and student-student contact are regarded as helpful conditions related to this aspect of program education.

The integration of self awareness, affective qualities, concepts, principles and information as well as enabling skills into competence in child care/youth counselling is believed to be facilitated through small integration seminars, articulation of objectives among courses, close contact between agency and college field placement supervisors, and individual consultation by faculty with students.

## Curriculum Design

The Youth Development program is a two year, four trimester program including fourteen compulsory courses (three credits each), four open electives (three credits each) a senior psychology or sociology elective (three credits), four integration seminars (one credit each) and four field placements (two credits in trimesters one and two, four credits in trimesters three and four). Most courses are three hours per week in duration. Seminars are two hours per week and field placement is eight hours per week in the first year, sixteen in the second. As trimesters are fifteen weeks in duration, most courses, therefore, are forty-five hours in total, seminars are thirty hours in total. The Health Issues course includes lab instruction in first aid and totals sixty hours.

Five major competence areas are regarded as essential to the effective performance of the child care/youth counselling function. They are:

A. The ability to use self and the environment to promote among young people in care, feelings of being safe, secure, accepted, and cared for.

B. The ability to use self and the environment to facilitate personal development and behavior change of young people.

C. The ability to use self and the environment to manage and utilize crises. (i.e. behavior potentially harmful to the young person and/or others).

D. The ability to use self and the environment to promote physical health.

E. The ability to establish and maintain a support system both personally and within a work setting.

The sixteen skill objectives regarded as enabling the development of the competence areas described above, are listed below with their major sub-skill components:

1. Building helping relationships
    a) building trust
    b) communicating respect, warmth, genuineness
    c) understanding empathically
2. Providing emotional support
    a) comforting, reassuring, encouraging
    b) contacting (verbal, physical)
    c) building self-esteem
3. Structuring the environment "hygienically" (i.e. in a manner which promotes physical and emotional health)
    a) communicating expectations clearly
    b) setting limits
    c) managing daily routines
    d) arranging physical and social space
    e) organizing activities
    f) structuring time
4. Planning counselling interventions
    a) observing and analysing the dynamics of individuals and groups operating in a situation

  - b) applying treatment principles in generating alternative interventions
  - c) evaluating alternatives
  - d) setting priorities and selecting alternatives
  - e) evaluating obtained effect of intervention in relation to desired effect
  - f) communicating treatment plan verbally and in writing

5. Assisting in problem resolution
   - a) helping young person to: identify and analyse problems, identify and evaluate alternatives, set goals
   - b) providing information
6. Teaching everyday living skills
7. Using recreational activities
   - a) mobilizing community and personal resources
   - b) designing therapeutic programs
   - c) supervising activities
8. Applying behavior modification principles
   - a) arranging and applying reinforcement to desired behavior
   - b) modeling desired behavior
   - c) removing reinforcing conditions to undesired behavior
   - d) cueing desired responses
   - e) desensitizing undesirable emotional responses
9. Containing and de-escalating critical incidents
   - a) lowering energy level of self and youth involved
   - b) restraining and isolating behavior (physical and verbal)
   - c) facilitating the re-establishing of individual self-control
   - d) re-establishing interpersonal contact

10. Integrating crises into ingoing treatment
    a) providing emotional support
    b) facilitating understanding of events, emotions
    c) facilitating problem solving
11. Providing emergency first aid
12. Planning nutritionally balanced meals
13. Providing personal hygiene instruction
14. Controlling the physical environment in order to prevent accidents or illness
15. Balancing personal life (e.g. between work and play)
    a) assessing personal and professional strengths, weaknesses, needs
    b) collecting resources to meet needs
16. Establishing and maintaining a supportive peer group within work setting
    a) facilitating peer feedback
    b) self-disclosing appropriately
    c) accepting personal responsibility appropriately

The information concepts and principles required to develop effectiveness in the competence areas are regarded as those related to:

1. Child and youth development
    a) major developmental issues of pre-adolescents and adolescents
    b) socio-cultural influences on youth

2. Principles of human behavior
    a) development
    b) learning
    c) motivation
    d) personality
    e) abnormal behavior
3. Development and nature of human society
    a) socialization
    b) concept of culture
    c) social organization and stratification
    d) primary groups
    e) associations
    f) collective behavior
    g) population and ecology
    h) ethnic and minority groups relations
    i) major social institutions in Canada
4. Written, verbal and non-verbal communication
    a) types of writing (e.g. descriptive, narrative)
    b) elements and types of written assignments (e.g. letters, reference paper, essays)
    c) media influence
    d) semantics, logic
5. The phenomenon of juvenile delinquency
    a) contributing factors
    b) legislation
    c) intervention - legal, treatment

6. Counselling theory
    a) nature and goals of helping
    b) role of the helping relationship
    c) major theories of counselling - psychodynamic, behavioral, humanistic
7. Dynamics of interpersonal relations and communication
    a) sources of self-awareness
    b) styles of communication
    c) communication skills - giving and receiving feedback, achieving a shared understanding
8. Dynamics of people in small groups
    a) leadership
    b) decision making, problem solving
    c) group goals, cohesion, norms
    d) communication within groups
    e) controversy and conflict
9. Characteristics and role of one-to-one helping skills
    a) listening skills
    b) leading skills
    c) reflecting skills
    d) summarizing skills
    e) confronting skills
    f) informing skills
    g) crisis intervention skills
    h) "personal survival" skills
    i) problem solving skills

10. Dynamics of counselling in a group context
    - a) hygienic structure of time and space in the environment
    - b) management of conflict in group context
    - c) gang formation, contagion within groups
11. Principles of treatment in the milieu of life-space
    - a) concept of milieu intervention
    - b) treatment planning using
        - i) psychodynamic
        - ii) behavioral and
        - iii) humanistic models
12. Family dynamics
    - a) family as a special group with history and future
    - b) patterns of interaction and communication within families
13. Principles of recreational programming
    - a) therapeutic use of recreation
    - b) psychological, social and physiological components of recreational activities
    - c) community and personal recreational resources
14. Principles of health maintenance
    - a) concept of wellness
    - b) nutrition
    - c) personal hygiene
    - d) illness and accident prevention
    - e) first aid

Affective and self awareness objectives outlined by the program as important to developing effectiveness in the competence areas are that the student:

1. Respects and cares for others
2. Respects and cares for him/her self
3. Is genuine in interactions with others
4. Is curious and willing to learn from others and his/her experiences
5. Accepts personal responsibility for his/her behaviour, being neither over-responsible or under-responsible
6. Accepts or tolerates differences in others' values, beliefs, life styles
7. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences, on present behaviour and attitudes
8. Seeks to be aware of the impact on others of his/her behaviour and attitudes
9. Maintains appropriate confidentiality
10. Seeks to be aware of own needs, strengths, in developing relationships
11. Displays a non-blaming perspective with regard to personal, group or family problems
12. Is aware of his/her personal motivation to help

Coursework intended to enable students to meet these various information, skill and attitude objectives is distributed in the following manner:

Trimester One:

YW 101.3 Issues in Youth

An examination of the developmental tasks facing the adolescent including a consideration of the various physical, emotional and intellectual changes occurring during this period. How do contemporary concerns such as drug use, counter culture, and changing values fit into this context?

YW 106.2 Field Placement

This field placement provides practical service experiences in various agencies which provide services to youth.

PL 202.3 Fundamentals of Human Relations

A course in human communications training with focus on improving the individual's ability to relate to others, by increasing self-understanding and creating an awareness of the skills required for effective communications.

PY 101.3 Introductory Psychology

An introduction to the study of human behavior. Among the topics explored will be development, learning, motivation, social interaction, personality, abnormal behavior and methods of studying behavior.

SO 101.3 Introductory Sociology

An analysis of the nature of society, the intrarelationships of its component groups, and the process of persistence and change.

The emphasis is on man as a social being and the social forces and institutions which shape him such as socialization, conformist and non-conformist behavior, family, social class and ethnic group relations.

EN 100.3 Communications

This course is aimed primarily at helping students strengthen basic writing skills. In addition it will involve the study of the influence of various media and the way verbal and non-verbal language affect everyday life.

CO 101.1 Integration Seminar

The purpose of this seminar is to bring students together on a regular basis, in small groups, to review matters of professional concern, integrate learning experiences, and discuss field placement experiences

Trimester Two:

YW 202.3 Juvenile Delinquency

This course examines the extent and nature of juvenile delinquency within its sociocultural context. Also included will be consideration of the role of individual and family factors in causation and a survey of treatment methods and legislation currently in effect.

YW 203.3 Theories of Counselling

In this course the concept of helping is examined. Students are encouraged to explore their personal motivations toward helping and are exposed to the basic principles of several major theories of counselling.

YW 204.3 Group Process

An introduction to theories and research in group dynamics with an experiential emphasis that is both cognitive and affective. Participants will be expected to examine their own styles of relating within a group.

YW 206.2 Field Placement (see YW 106.2)

CO 201.1 Integration Seminar (see CO 101.1)

Trimester Three:

YW 303.3 Youth Counselling I

This course is concerned with the acquisition of skills necessary to counsel youth on a one-to-one basis. Extensive exploration of the students' attitudes toward the helping relationship is included.

YW 304.3 Recreation and Youth

A course in recreational leadership and recreation skills, in physical, social and cultural activities. The therapeutic use of such activities and planning for children and youth will be emphasized.

YW 305.3 Treatment Methods

This course concerns itself with the operationalization of theories of counselling in treatment methods and systems. An examination of the dynamics of behaviour change according to major treatment models provides bases for treatment intervention.

YW 306.4 Field Placement (see YW 106.2)

CO 301.1 Integration Seminar (see CO 101.1)

Trimester Four:

YW 403.3 Youth Counselling II

An examination of various approaches to the management of children's and young persons' behaviour individually and within groups. Practice in problem-solving will utilize field placement experiences as foci.

YW 406.4 Field Placement (see YW 106.2)

SS 202.3 Family Dynamics

A study of processes which may occur among people living in the close, ongoing group - the family. This will include an examination of communication, rules, and systems as they evolve during the family's life cycle. Implications for helping intervention will be discussed.

CO 211.3 Health Issues

This course is designed to provide basic knowledge and skills in the health maintenance of a client in a variety of human service settings. The course will focus on the concept of wellness. First-Aid training is included.

CO 401.1 Integration Seminar (see CO 101.1)

# CHAPTER TWO

# REVIEW OF THE LITERATURE

This chapter will include an overview of some contemporary approaches to educational evaluation,and a review of literature related to the training of child care workers (counsellors).

## Contemporary Approaches to Educational Evaluation

In their discussion of frameworks for the planning of evaluation studies, Worthen and Saunders grouped current approaches according to similarity of their strategies and identified three major categories: strategies in which the evaluator assumes a judgmental role (judgmental strategies), strategies in which the primary focus is the collection of descriptive data to serve decision-making (decision-management strategies) and strategies which focus primarily on the congruence between stated objectives and observed performance as a basis for decision-making (decision-objective strategies).[5]

Don E. Gardner has more recently delineated five evaluation frameworks, developing upon the work of Worthen and Saunders, Guba and Stufflebeam. His delineation includes (1) evaluation as measurement, (2) evaluation as professional judgment, (3) evaluation as the assessment of congruence between performance and objectives (or standards of performance), (4) decision-oriented evaluation and (5) goal-free/ responsive evaluation[6], which parallel five different definitions of evaluation.

Both Gardner and Stufflebeam describe the evaluation as measurement approach to be one which equates evaluation with measurement (E ≡ M as symbolized by Stufflebeam[7]). Basic assumptions to this approach are that what is to be evaluated has measurable characteristics and that measurement instruments can be designed which will in fact measure these characteristics. The data identified through the application of the instrument are usually compared and interpreted with reference to data from multiple applications, or norms. The advantages of the evaluation as measurement approach include that some instruments (eg. G.R.E., some I.Q. tests) may have demonstrated sufficient reliability or validity to allow for the comparability of results, that with consistent application of procedures, results may be considered generalizable among similar groups under the same conditions, and that numerical results are easier to handle and analyze statistically. Disadvantages of this approach revolve around the difficulty in designing instruments which in fact measure what they are supposed to, and in identifying valid measurable attributes of whatever is to be evaluated. Stufflebeam suggests that with this approach evaluation has been limited by the limits of the instruments themselves which may not be adequately sophisticated to measure intangible but important variables.

In the evaluation as professional judgment approach evaluation is the opinion or statement of worth resulting from the scrutiny of whatever is being evaluated by someone regarded as an expert. This approach is characterized by the assumptions that the expert is in fact an expert in the area being evaluated and that he is able to observe accurately to interpret and to synthesize relevant data in order to generate an educated opinion as to the worth of whatever is being evaluated.

Stufflebeam's equation for this approach is $E \equiv PJ$: evaluation is professional judgment[8]. Stufflebeam cites ease of implementation and speed of analysis as possible advantages of this approach as well as its lack of instrument constraint which allows for wide play of the expert's capabilities in observing, interpreting and integrating. Disadvantages include that the processes through which the expert comes to his opinions are not available for scrutiny in that this activity occurred within the thinking of the expert. Criticism may be raised around concerns that the evaluation is too subjective and not generalizable due to the emphasis on implicit rather than explicit processes.

In the approach designated as evaluation as the assessment of congruence between performance and objectives (or standards of performance) by Gardner, the focus is upon the identification and specification of goals, objectives or standards, the design of suitable measurement instruments and their application to identify degrees of congruence between what was, in fact, observed and what was intended or between what was observed and some performance standard. Stufflebeam's equation is $E \equiv (P \cong O)$: evaluation is the determination of congruence between performance and objectives[9]. This type of evaluation may serve a formative or summative role according to Scriven. In its formative role evaluation serves to provide ongoing feedback about a process or project, while in its summative role evaluation serves to provide a comparison of the final outcomes as observed with those intended. This approach requires considerable attention to the description of whatever is to be evaluated, the clear definition of its objectives, and the delineation of its processes prior to instrument design and implementation. The outcomes of such an evaluation are judgments of worth based upon the degree of congruence between what was intended and what was observed in terms of performance. Stufflebeam notes that while this approach clearly does not preclude an ongoing feedback function it has been applied often to judge only the products or outcomes of a program or project while process has been overlooked. Another disadvantage is that the clarification of goals and objectives may not be easy to arrange or may not even be productive where education concerns itself with complex learnings and perhaps has ambivalent or pluralistic goals. Among the advantages of this approach are that the prior definition of goals and objectives provides both a more objective basis and predefined criteria for making judgments. Gardner believes that this approach also has advantages in providing information which is relevant to the current concerns of society.

Decision-oriented evaluation is characterized by its systematic, ongoing collection and provision of relevant information around areas of concern, to decision makers. This approach concerns itself not only with products but also with processes and inputs and is meant to be in operation at all times, continually collecting information concerning all aspects of the system's functioning as it relates to decisions under consideration. In this approach different decision situations are identified along with information needed to assess decision alternatives. This relevant information is collected, organized, analyzed and then reported for the use of the decision maker. Stufflebeam's CIPP (Context, Input, Process, Product) model differentiates among types of evaluations and their particular utility. Thus a context evaluation is undertaken to identify objectives through problem diagnosis related to unmet needs and unused opportunities, an input evaluation provides information concerning the use of a system's resources to meet its goals, a process evaluation serves to provide feedback on the implementation of a plan or procedure, and a product evaluation assesses goal achievement throughout a project and at its end. The chief disadvantage Gardner cites in terms of the decision-oriented approach relates not so much to the model but rather to the unwillingness or inability of decision-makers to employ rational analysis in their determinations. Its advantages lie in its wide ranging assessment of many factors which may be involved in a particular concern, and in its emphasis on institutional self-study through systematic and ongoing evaluation. Gardner also notes that given its concern for defining the decision setting prior to collecting information this approach assures that data collected are relevant to the issue at hand.

Goal-free/responsive evaluation is a more recent development in evaluation approaches which allows the evaluator wider scope to pursue issues and related information unconstrained by the stated goals and objectives of the program project. Scriven suggests that if outcomes are to be assessed, a wide range of outcomes ought to be examined regardless of whether they were intended. This particular approach allows for an assessment of side effects which, while unplanned, may be of real importance. Stake's responsive evaluation approach calls for the evaluator to talk with constituents, scrutinize activities, identify purposes and concerns, collect information around those purposes and concerns, and then analyze and deliver information to relevant constituents. As Gardner notes, goal-free evaluations still involve comparisons of findings with some standard, and since wider-context goals are selected for examination, those norms may include broad societal standards. Evaluator subjectivity is held to be one disadvantage of this approach. Possible advantages are seen in the open-minded attitude encouraged by this method which may free the evaluator from preconceptions and assumptions such that he might consider a wide range of potentially relevant possibilities.

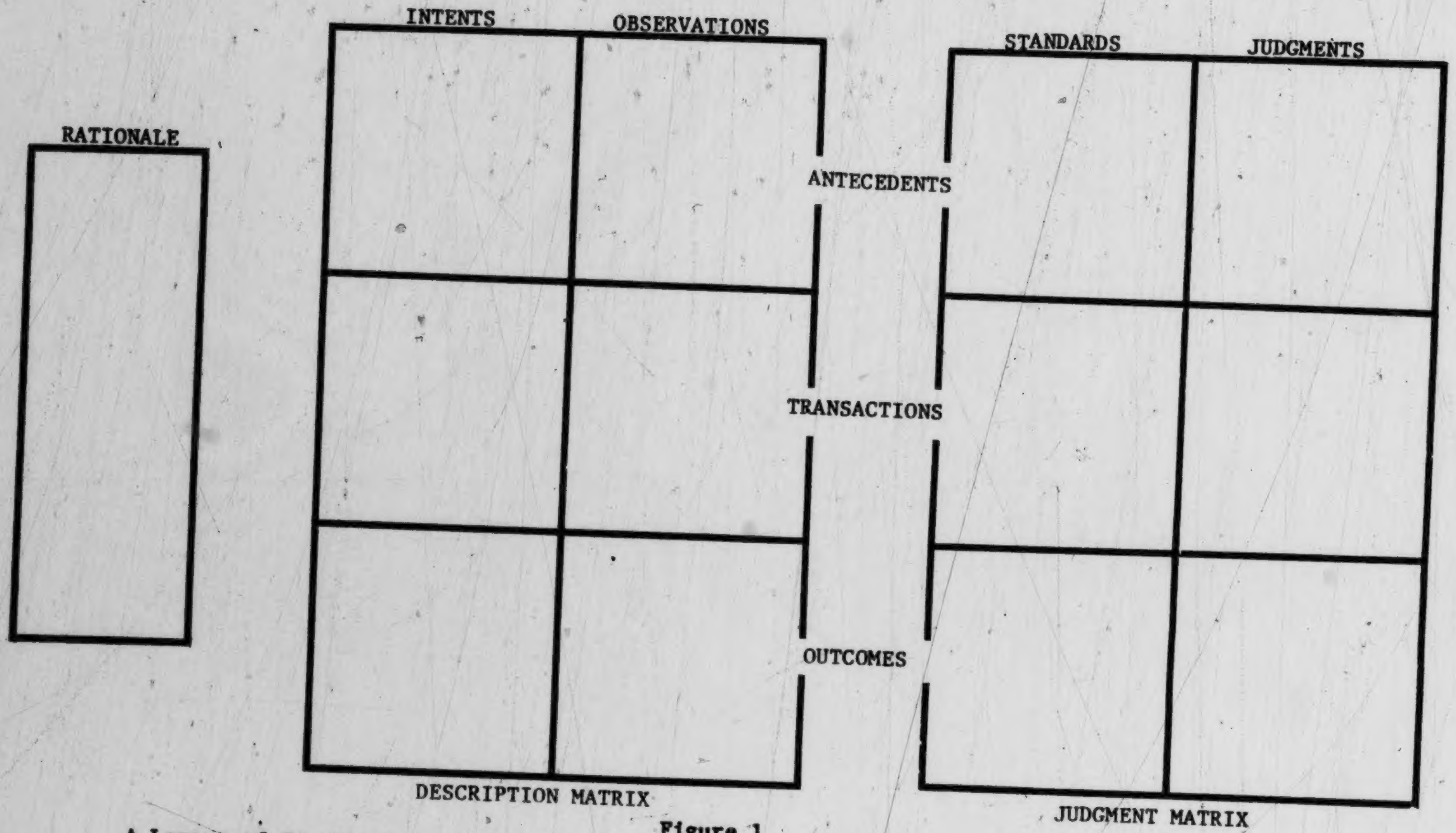
### Michael Scriven

Writing in 1967, Scriven outlined a methodology of evaluation considered a judgmental strategy by Worthen and Saunders in that Scriven viewed the goal of evaluation to be some judgment of worth about the program, process, or whatever is being evaluated. Within Gardner's classification scheme Scriven's work as described at that time would be considered evaluation as the assessment of congruence between performance and objectives (or standards of performance). Within this model, Scriven differentiates between the goals and roles of evaluation, with goals related to various possible questions essentially addressing the same issue: the worth or value of what is being evaluated. In terms of roles, Scriven re-asserts Cronbach's view that evaluation may serve many roles in education from curriculum development to decisions concerning materials acquisitions to teacher training, and so on. In discussing roles Scriven distinguishes between the formative role of evaluation which relates to the "on-going improvement of the curriculum...(in which case) the evaluation feedback loop stays within the developmental agency (its consultants), and serves to improve the product"[10], and the summative role which relates to the use or rejection of a finished product (curriculum, material, etc.) and in which the feedback loop goes outside the developmental agency "serving to improve utilization or recognition of the product (producer, etc.)"[11]. Monitoring is regarded as a hybrid of these two, in which "the loop goes outside, but from an intermediate stage, and the decision serviced usually concerns intervention or support"[12]. Scriven disagrees with Cronbach's assertion implying that a formative role is more productive and useful than a summative role in evaluation, emphasizing that judging the worth of a process, product or producer and on that basis adopting or terminating its (or his) use is very important to ensuring the overall quality of educational services. To aid in overcoming the mistrust of evaluators by producers, Scriven suggests that different evaluators serve in formative and summative situations, allowing the evaluator in the formative evaluation the personal interaction and even identification with producers without jeopardizing the essential objectivity of the summative evaluator. To Scriven, evaluation includes not just the "measuring of performance against intended goals" but also "procedures for the evaluation of the goals."[13] Clearly a program meeting its goals well remains undesirable if its goals are largely unsuitable. In discussing procedures for performing evaluations Scriven distinguishes between intrinsic evaluation which would rely upon the assessment of the characteristics of a program such as curriculum content, design, teacher attitude, or such, and pay-off evaluation which would focus largely on the effects of the program upon its students. Both intrinsic and pay off approaches may be employed during formative and summative evaluation each contributing information about the value of different aspects of that which is being evaluated. Scriven also suggests that comparisons between programs or products are important aspects of evaluation in that they may yield judgments about superiority and thus serve decision-making around adoption or termination of use. Scriven offers an outline of criteria of educational achievement for use in evaluation studies which includes a schema for the conceptual description of educational objectives, an outline of the manifestation dimensions (an interim stage of specification between conceptual and operational description), follow-up criteria (to investigate the time dimension) and a list of secondary effects to be considered (including effects on teachers, administrators, parents). In his discussion of values and costs, Scriven suggests that the range of utility of a program or instrument must be considered as part of its evaluation, as should moral considerations and costs (including such secondary costs as teacher and student time).

In outlining his Goal-Free Evaluation approach Scriven states that "In evaluation, blind is beautiful"[14] to emphasize his position that prior knowledge of the intentions or goals of a program or project produces a mental set in the evaluator which may prejudice his evaluation in terms of scope and focus. Rather, the G.F.E. casts about more widely than the pre-stated goals in his examination and, perhaps, reconceptualization of effects. His concern is to avoid contamination of objectivity. The G.F.E. approach is held to be useful in both formative and summative evaluation. In the former, the evaluator tests for effects and practices leading to those effects, reporting periodically to the developers. In the latter the reporting would be to users or potential users to aid in decisions around adoption or elimination. Scriven emphasizes that while "goals are necessary for effective planning and implementation, they are not necessary for evaluation..."[15], leading the evaluator to the use of broad-spectrum tests rather than tests which focus only on initial program or project goals. Scriven maintains his position that evaluation must ultimately involve judgments of worth or merit.

### Robert E. Stake

In his discussion of the countenance of educational evaluation Stake affirms that "Both description and judgment are essential - in fact, they are the two basic acts of evaluation"[16]. His emphasis on the role of the evaluator as judge of merit places him within the judgmental strategies category of Worthen and Saunders classification while his concern with the congruence of performance with objectives or standards places his approach in that Gardner category. Stake suggests that the evaluator "seek generalizations about educational practice"[17] by describing not only student achievement but also instruction and the interaction of student and instruction. To describe or to judge, the data required are differentiated as antecedent, transaction or outcome data. Antecedent data include "any condition existing prior to teaching and learning which may relate to outcome"[18] such as student aptitude, willingness, entry skills. Transactions are described as "the countless encounters of students with teacher, student with student,...-the succession of engagements which comprise the process of education"[19]. Outcomes "are the consequences of education - immediate and long range, cognitive and conative, personal and community-wide"[20]. Figure one shows Stake's data-gathering plan. Antecedents, transactions and outcomes are included in both the description and judgment matrices. Description is of intents (goals, objectives) and observations (actual behaviour,



RATIONALE
INTENTS
OBSERVATIONS
STANDARDS
JUDGMENTS
ANTECEDENTS
TRANSACTIONS
OUTCOMES
DESCRIPTION MATRIX
JUDGMENT MATRIX

Figure 1
A Layout of Statements and Data to be Collected by the Evaluator of an Educational Program
(from Robert E. Stake, "The Countenance of Educational Evaluation," in *Educational Evaluation: Theory and Practice*, Worthen and Sanders, p. 113)

events) in terms of all three data classifications. In the judgment matrix standards and judgments are identified again with reference to antecedent, transaction or outcome data. Stake emphasizes that it is not enough to describe intended student behaviour (outcome): the evaluator must also describe intended teaching (transaction) and antecedent conditions. He also maintains that the program's rationale is important as a statement of purpose and overall philosophy, a statement of intentions at a general level. In terms of observations, the evaluator must look more widely than the variables selected by the educator as related specifically to his goals, to accidental effects, desirable or undesirable. In analyzing descriptive data the evaluator may assess congruence and/or contingency. Congruence is simply the match between what was supposed to happen (intention) and what actually did happen (observation). In examining contingency the evaluator concerns himself with relationships among variables. In terms of observations, the concern is empirical contingencies relating certain antecedent, transaction and outcome variables. In terms of intentions, the concern is with logical contingency of variables, relationships of certain antecedents, transactions, and outcomes based on internally consistent and logical assumptions by persons who are familiar with the subject matter and/or effective teaching methods.

In making judgments about a program the evaluator may choose to make comparisons between it and alternate programs (relative comparison) or between it and sets of absolute standards reflecting judgments by others (absolute comparison). The comparisons the evaluator chooses to make allows for his final judgment of worth or merit.

Daniel L. Stufflebeam (CIPP Model)

Considered by Worthen and Saunders as a decision-management strategy and by Gardner as a decision-oriented evaluation model, the CIPP model is a product of the Phi Delta Kappa National Study Committee on Evaluation. In the CIPP model "Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives"[21]. To Stufflebeam evaluation is systematic and ongoing, and is conducted in order to make relevant information available to decision makers faced with alternate courses of action. Unlike Scriven and Stake, Stufflebeam does not see the evaluator making judgments of worth: he provides information so that others may make these judgments. Stufflebeam describes the decision making process as involving four stages, all of which have requirements for information. In the awareness stage problems, needs, opportunities are identified. The design stage follows which describes decision factors including responsibility, alternatives, selection criteria. Choosing among the alternatives is based upon relevant information and selection criteria and is then followed by action in terms of implementing the selected alternative. Using two continua, information grasp (high to low) and degree of change (large to small) four decision-making settings are identified, corresponding to high information grasp, large degree of change (metamorphism), high information grasp, small degree of change (homeostasis), low information grasp, large degree of change (neomobilism) and low information grasp, small degree of change (incrementalism). In the metamorphic decision making setting a complete change is the goal, while in the homeostatic setting restoring the system's balance is the goal. In the neomobilistic setting the concern is with innovative activity to resolve important concerns while in the incremental setting the goal is the gradual improvement of the program. Certain decision models are held to be more suitable to these different decision settings. The synoptic ideal model, based upon the capacity of a setting to evaluate all possible solutions to a problem, is suitable to a homeostatic decision making setting in which a great deal of information is available concerning the few alternatives available to make the small changes required in such a setting. Where a neomobilistic setting exists, a suitable model is the planned change model in which many small steps are carefully planned due to the limitations on information and the eventual large degree of change. A disjointed incremental model is seen as suitable to decision-making in an incremental setting or where resources are limited, given its focus on small improvements to what already exists, where little information is available to make changes.

Stufflebeam suggests that within these decision-making settings are decisions which can be classified within a matrix of intended or actual ends or means. Planning decisions are those which involve intended ends or goals and which are concerned with determination of objectives. Structuring decisions involve intended means and are concerned with the design of procedures to achieve those ends resulting from planning decisions. Implementing decisions involve actual means and are concerned with the correct implementation of the procedures identified in the structuring decision. Finally, recycling decisions involve actual ends and concern themselves with whether goals have been achieved and implications for continuation or modification.

Context, input, process and product evaluations serve, respectively, planning, structuring, implementing and recycling decisions. A context evaluation monitors a given system, identifies unmet needs or unused opportunities and thereby serves in the selection of objectives. It also provides information as to information grasp and degree of change needed, thereby identifying suitable models to effect changes. It may operate in a contingency mode in which pressures for change external to the system are assessed, or in a congruence mode in which comparisons are made between intended and observed performance within the system. Ultimately problems are identified, then re-stated in terms of change objectives. The function of an input evaluation is to identify resources and chart a plan of use for those resources to meet the change objective identified by the context evaluation. It will be concerned with resource availability, alternative methods for meeting objectives, possible side effects and a wide variety of other design-related concerns. The function of the process evaluation is to monitor the implementation of the design selected during the input evaluation. It will provide ongoing feedback which will be used to re-adjust or correct the design if present or anticipated defects are identified during its implementation. Also part of the process evaluation is the ongoing description of the implementation in order to provide information later which might explain outcomes. The final evaluation type is the product evaluation, the purpose of which is "to measure and interpret attainments not only at the end of a project cycle, but as often as necessary during the project term"[22]. Comparison of outcomes with standards is accompanied by interpretation of those outcomes according to information generated by the context, input and process evaluations.

Stufflebeam recommends a total evaluation model as shown in figure two. It contains a systematic ongoing context evaluation which "delineates, obtains, and provides information to the planning body of a system to enable it to make decisions either to change the system or to continue with present procedures because they are serving important objectives effectively and efficiently"[23]. The figure also shows the availability of ad hoc input, process, product evaluations should the context evaluation reveal an unmet need or unused opportunity which planners wish to correct. The figure also shows the suitable activity route for homeostatic, incremental or neomobilistic changes.

### Robert L. Hammond

Hammond's approach to evaluation is classified by Worthen and Saunders as a decision-objective strategy. Hammond states that the basic evaluation question about an educational innovation is "Is it really effective in achieving its expressed objectives?"[24] This effectiveness is the result of "specific forces within the educational environment"[25] which he conceptualizes as a three dimensional structure composed of instruction, institution and behaviour domains (see figure three). Within the instructional dimension are variables which would define the innovation, including organization (amount and ordering of time factors, classification and movement of students), content (subject matter), methodology (teaching activities, teacher-student-media interactions, applications of learning theory), facilities, and cost. Given that the characteristics of the people involved in an innovation will affect its success or failure, Hammond's second dimension is the institutional dimension which includes descriptive data about the students, teachers, administrators, educational specialists, family and community. The

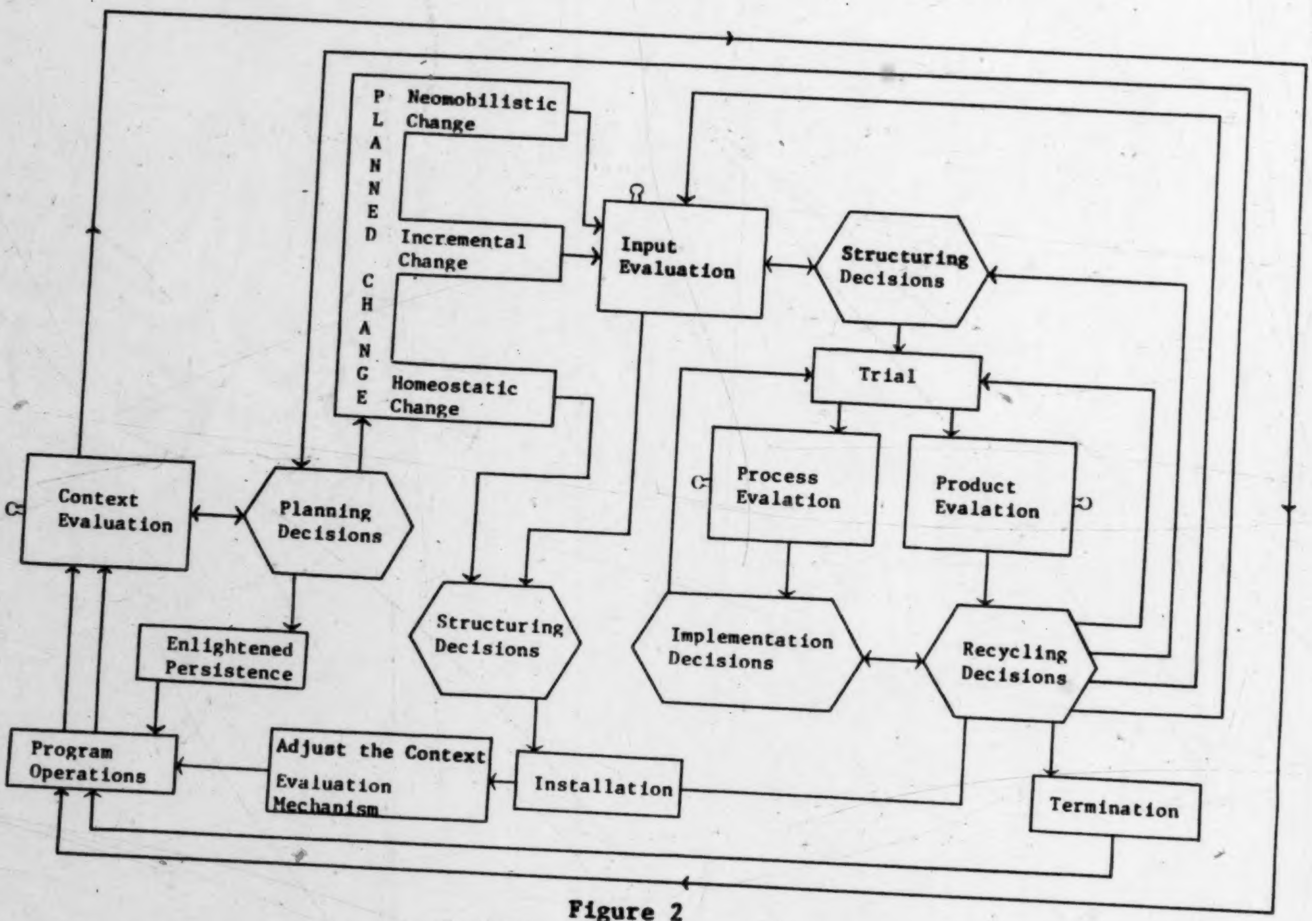

P L A N N E D C H A N G E
Neomobilistic Change
Incremental Change
Homeostatic Change
Input Evaluation
Structuring Decisions
Trial
Process Evalation
Product Evalation
Context Evaluation
Planning Decisions
Structuring Decisions
Implementation Decisions
Recycling Decisions
Enlightened Persistence
Program Operations
Adjust the Context Evaluation Mechanism
Installation
Termination

Figure 2
C.I.P.P. Evaluation Model
(Adapted from Stufflebeam et al, Educational Evaluation and Decision Making, p. 236)

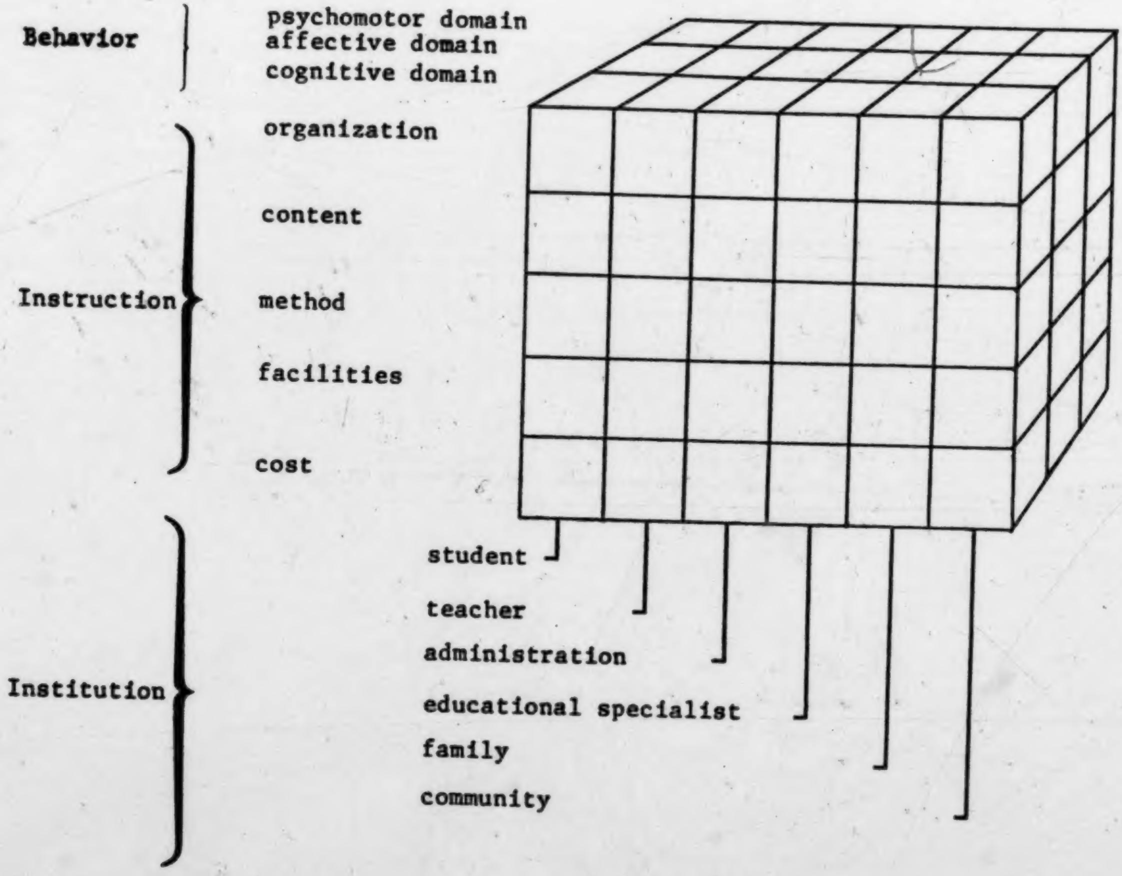

Behavior
psychomotor domain
affective domain
cognitive domain
Instruction
organization
content
method
facilities
cost
Institution
student
teacher
administration
educational specialist
family
community

Figure 3
Structure for Evaluation: Robert Hammond
(Adapted from Hammond, "Evaluation at the Local Level" in *Educational Evaluation: Theory and Practice,* Worthen and Sanders, p. 158)

behavioural dimension includes specifications of objectives in terms of cognitive, affective or psychomotor behaviour. The interaction of variables among the dimensions of this structure become the subjects of study in evaluating the innovation. Figure four shows Hammond's model for the evaluation process. In order to secure baseline data, the first step is to define the existing program in terms of the variables to be evaluated. Secondly, descriptive variables in the instructional and institutional dimensions are to be defined. Third, objectives are behaviorally defined. Fourth, the evaluator tests for the behaviour described in step three, and outlines factors relevant to the innovation being considered. Fifth, on the basis of the analysis of factors, outcomes are defined and checked for congruence with objectives. Information is then available to plan innovations.

### Malcolm Provus (Discrepancy Model)

The Provus model is also considered by Worthen and Sanders as a decision-objective strategy, as evaluation as the assessment of congruence between performance and objectives or standards of performance by Gardner. For Provus, the purpose of program evaluation "is to determine whether to improve, maintain, or terminate a program."[26] He defines evaluation as "the process of (a) agreeing upon program standards, (b) determining whether a discrepancy exists between some aspect of the program and the standards governing that aspect of the program, and (c) using discrepancy information to identify the weaknesses of the program."[27] Provus regards programs as passing through stages of development which he outlines as (1) definition, (2) installation, (3) process and (4) product. These stages of development are identified by number in figure 5 which shows the process of comparing (C) standards (S) and program

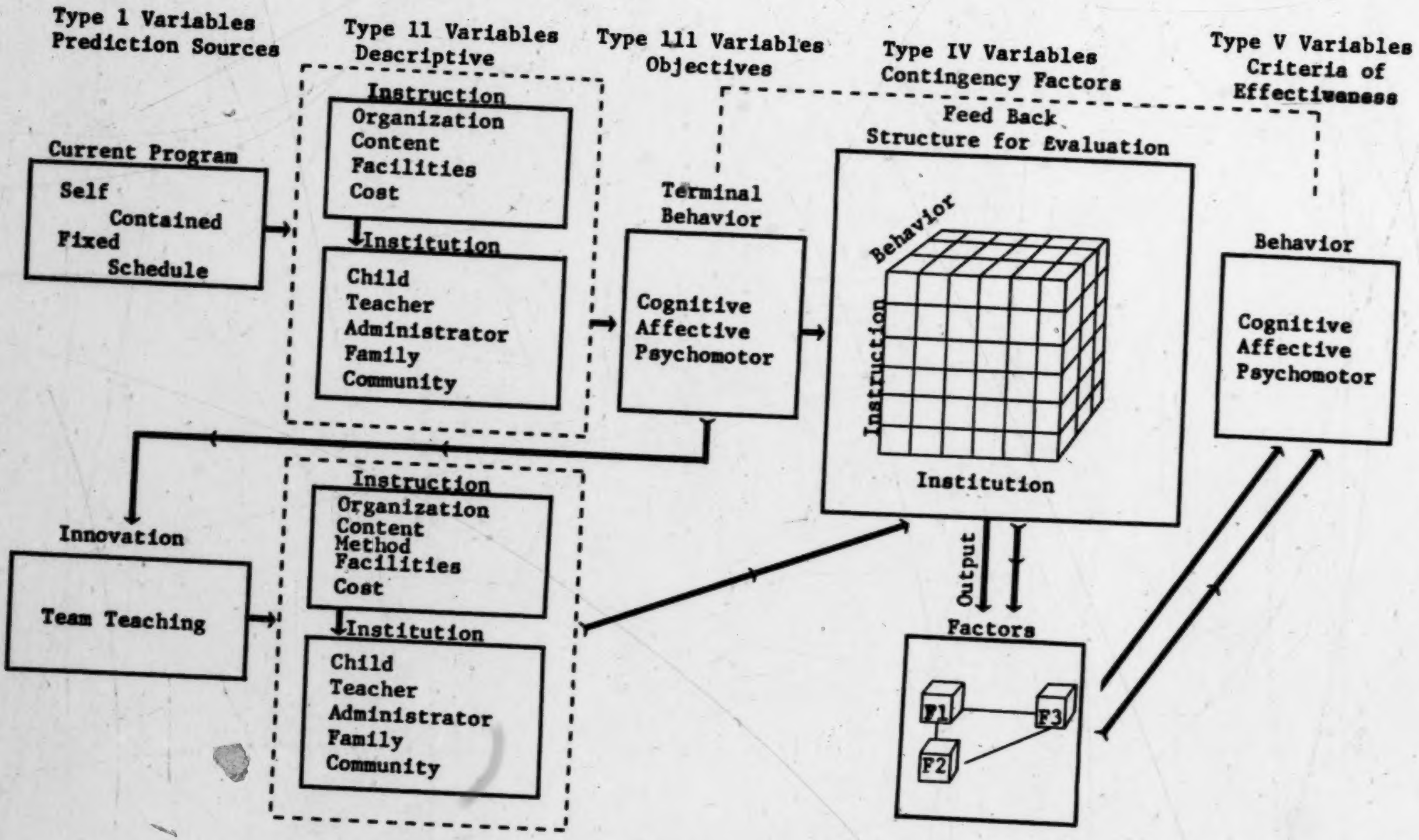

Type 1 Variables
Prediction Sources
Type 11 Variables
Descriptive
Type 111 Variables
Objectives
Type IV Variables
Contingency Factors
Type V Variables
Criteria of
Effectiveness
Current Program
Self
Contained
Fixed
Schedule
Instruction
Organization
Content
Facilities
Cost
Institution
Child
Teacher
Administrator
Family
Community
Terminal
Behavior
Cognitive
Affective
Psychomotor
Feed Back
Structure for Evaluation
Behavior
Instruction
Institution
Behavior
Cognitive
Affective
Psychomotor
Innovation
Team Teaching
Instruction
Organization
Content
Method
Facilities
Cost
Institution
Child
Teacher
Administrator
Family
Community
Output
Factors
F1
F2
F3

Figure 4
Generalized Scheme for Evaluation of Innovations: Robert Hammond
(Adapted from Hammond, "Evaluation at the Local Level" in *Educational Evaluation: Theory and Practice*, Worthen and Sanders, p. 166)

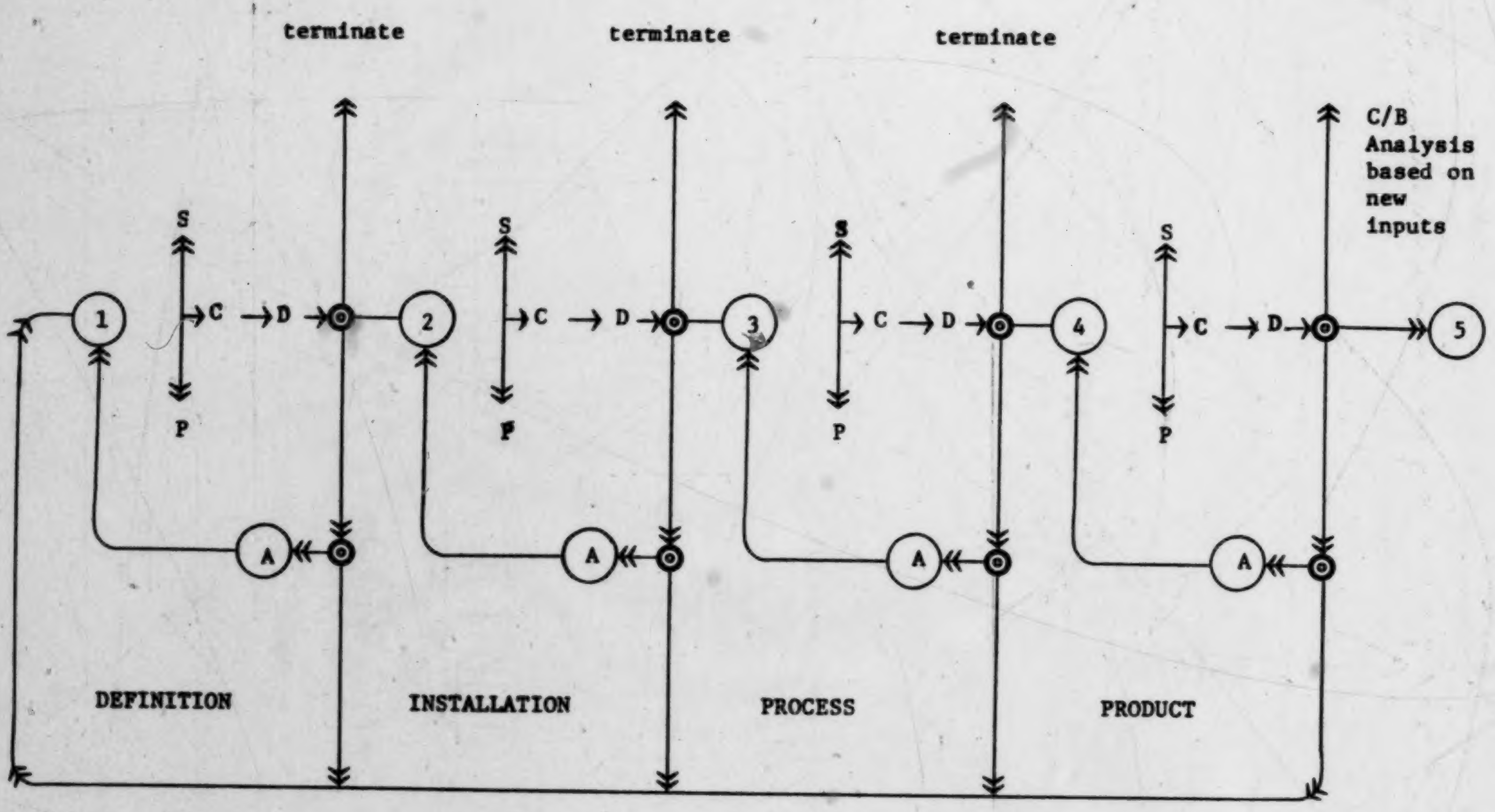

terminate
terminate
terminate
C/B Analysis based on new inputs
S
C
D
P
1
2
3
4
5
A
DEFINITION
INSTALLATION
PROCESS
PRODUCT

Figure 5
**Comparisons of Program Performance and Standards over Stages of Development: Malcolm Provus (Adapted from Provus, "Evaluation of Ongoing Programs in the Public School System" in Worthen and Sanders, Educational Evaluation: Theory and Practice, p. 174)**

performance (P) to identify any discrepancy (D) between them which could result in changes in either the standards or the performance (A). The double circles represent decision points at which the decision could be to recycle that stage after changes,to recycle to the first stage to begin again, to go on to the next stage or to terminate the program. Within each stage are input, process, and output components. Input would include such things as staff qualifications and training, student entry behaviour, facilities. Process includes the interactions of students, staff, media, facilities. Output includes enabling, terminal and ultimate objectives and their interrelationships. In the definition stage, the program definition generated is compared with a specified taxonomy of factors which serves as the standard of comparison against which discrepancies may be identified. At this stage evaluators use documentation and group interviews to secure information in the categories outlined in the taxonomy. Such information would include descriptions of student and faculty characteristics, student and faculty selection criteria, the program's objectives (enabling and terminal) the learning experiences intended to achieve objectives, support services (personnel and material),job descriptions and positions and a description of the manner in which events occur over time. The program description is extremely important in Provus's scheme because it serves as the standard to which various parts of the program and the program as a whole (as implemented) are compared in order to identify discrepancies. In the program-installation stage evaluation, observations about the actual installation of the program's components are compared with the standard as derived from the program description. Activities of teachers and students are scrutinized for discrepancies with the standards. Discrepancies may result in the institition of teacher training specific to the concern identified or perhaps the redesigning of elements of the planned program. Any corrective measures required undergo the same evaluation process as the program: setting standards, observing behaviour, identifying discrepancies, correcting if necessary. After definition and installation, the process stage is evaluated. The standards at this stage are those elements of the program definition which refer to the interim objectives of the program and the interactions of process factors (treatment) designed to achieve the objectives. Evaluators during this stage collect information as to changes in student behaviour in terms of the expectations suggested by the objectives. Also, the learning activities designed to bring about these changes are examined. This provides information as to what is and is not happening with students, and why, in terms of learning activities. Thus, learning activities may be altered to bring about more effectively the desired effects or expectations may have to be redefined to conform with possibilities (perhaps related to time or money constraints). At stage four the evaluator checks for congruence between what was intended (terminal objectives as defined in stage one) and what is observed in terms of student behaviour. This comparison will yield an indication of overall program effectiveness in meeting its stated final objectives. At this stage, Provus maintains, given the availability of thorough installation and process information and variable control, experimental designs may be implemented to test for relationships between treatment and effects. An optional fifth stage evaluation concerns itself with program efficiency through implementation of a cost-benefit analysis.

## The Training of Child Care Workers (Counsellors)

This part of the literature review will begin with an examination of the role of the child care worker (counsellor) as its definition has evolved to this time. Following will be recent delineations of specific functions comprising this role, suggested and existing training program content, methods and standards, and the evaluation of programs in this area.

### The Child Care Worker Role

In his historical review of the role and functions of the child care worker, Gabor begins by describing the large orphan asylums at the turn of the century, which employed largely uneducated immigrant women as supervisors of large groups of children (perhaps with one adult to one hundred children). Early in this century a movement occurred which replaced asylums with cottage facilities, supervisors with housemothers. The role of the care-giver in such settings was seen to be that of a substitute parent, a concept continued as married houseparents became more common after 1930. Qualifications of houseparents were seen to be their capacity for "kindness, firmness, and diligence."[28] Gabor indicates that over the past twenty years there has been a movement toward the use of cottage settings staffed with a group of child care workers whose role includes but is greater than parenting. In his view "The conceptual development and expansion of the role of the child care worker, which has recently taken place, is a logical consequence of increasing recognition of the effects and potentials of the milieu in institutional treatment."[29] This view is supported by recent writers. Diggles writes in 1970, that "Because it contains within it the processes for personality change and growth, the living unit is the primary treatment setting."[30] Within this milieu she sees the "child care counsellor initiat(ing) and supply(ing) opportunities for psychic tasks that the group and individual child can handle"[31] in the service of developing stronger ego identity. She concludes that the position of child care counsellor is "the most important in children's institutions today."[32] In 1975 Goocher writes that the role of the child care worker is that of primary treatment agent: "the most knowledgable about a child's behaviour and milieu (who) is therefore in the most relevant position for making treatment decisions about the children he cares for."[33] Similarly France writes in 1977 that "the majority of the therapeutic impact occurs in the living units on a day-to-day basis, therefore, the expertise and authority for decision making in the treatment process must be as close to the children's daily lives as possible."[34] He describes the evolution of the role of care-givers from that of houseparent, to that of child care worker, to that of counsellor. Other current definitions of the child care worker role include that of Helmer and Griff who regard it as one of "giving nurturance and guidance in daily living and recreation activities."[35] Powell defines the role as that of a "teacher of life skills."[36]

The acknowledgment of the key role of the child care worker in providing treatment has been accompanied by expressions of interest in professional status for workers. In his discussion of the development of a professional identity for the child care worker, Beker (1975) cites opposing and supporting views and regards as necessary the resolution of the autonomy versus affiliation (with existing professions) issue.

This professional identity of child care workers might suffer somewhat from the plethora of titles associated with their function. Nicholson speaks of youth care workers,[37] Reiger of child mental health specialists[38] and the Ecole de Psychoeducation of psychoeducators.[39] Regardless of title, child care workers appear to be regarded more and more as the primary treatment agents in milieu counselling programs.

Enhanced educational services are being considered as key to the development of a child care counselling profession (Beker, 1975, France, 1977). The draft proposal of the Alberta Department of Social Services and Community Health (Child Welfare Branch) entitled "The Future of Training for Child Care Workers Who Work with Emotionally and Behaviourally Disturbed Children and Youth in the Province of Alberta" states that "In spite of the crucial role that Child Care Workers play in the life of the institutionalized child, the Child Care Workers in our institutions have neither the training, nor the status or the work conditions to be effective in this very difficult and demanding job."[40] In proposing a three level training program (in-service, community college, university) for child care workers, the author of the proposal further states that "The purposes of planning a training program for Child Care Workers is to ensure that at all levels, the Child Care Worker will be a competent professional, able to put his/her skills, knowledge and personal qualities into practice in order to help troubled children."[41]

Recently, in addressing the issue of the development of a curriculum for child care worker training, several agencies, schools and government departments have chosen a task analysis approach based on the Functional Job Analysis model of Sidney Fine (The W.E. Upjohn Institute for Employment Research). Warren, in reporting the results of a seminar focusing upon the utility of this approach in child care worker training, indicates that trainers agreed that the approach would "increase the relevance of the curriculum offerrings in their schools" and would help to avoid "many of the inadequacies of present curriculum development."[42] In Canada, government departments in Ontario, Alberta and the North West Territories have chosen the functional job analysis approach as a basis for curriculum development (called Dacum). Fine states that "Training, which does prepare people for work, should follow from specific needs of the work system. These needs become much clearer as a result of task analysis."[43] Simplified, the paradigm may be described as: 1) To do this task, 2) to these standards, 3) the worker needs this training.[44] In Alberta, the initial set of task descriptions were generated in two large residential child care (counselling) centres and further validated by a sample of child care workers from throughout the province. Fifty-five basic tasks were identified. Competency profiles have been charted from task analyses, and include major competency categories, competencies within categories, and standards of performance. The Ontario profile includes approximately four hundred competency items such as "utilize humour", "elicit feelings", "care for infants", grouped into eleven competency areas: organize and administer, parent, program activities, counsel, teach and supervise clients,work with parents and families, identify needs and develop treatments, work with groups, work with and in communities, develop personally and professionally, communicate. The North West Territories chart includes approximately two hundred and sixty competencies organized into twelve categories: communicate, provide physical care, counsel, administer, provide recreational programs, provide for emotional needs, function professionally, observe, analyze and document, teach basic life skills and tutor, supervise, administer treatment, motivate. The performance standards used in both Ontario and N.W.T. profiles are a range of six levels including:

level 0 - cannot perform this task satisfactorily
for participation in a work environment

level 1 - can perform this task
but not without constant supervision
and some assistance

level 2 - can perform this task satisfactorily
but requires periodic supervision
and/or assistance

Level 3 - can perform this task satisfactorily
without assistance and/or supervision

level 4 - can perform this task satisfactorily
without supervision or assistance
with more than acceptable speed and quality
of work

level 5 - can perform this task
with more than acceptable speed and quality
and with initiative and adaptability
to special problem situations

level 6 - can perform this task
with more than acceptable speed and quality,
with initiative and adaptability
and can lead others in performing this task

In Alberta, the functional job analysis was further analyzed to indicate twelve categories of competencies: activity programming, development of individual treatment programs, teaching and training living skills, behavioural management, communication, counselling skills, nurturing and caring, conscious use of the environment, health and safety, group membership, report writing, professionalism. A total of ninety-one competencies are included in these categories. Successful performance of these competencies allow a child care worker to function at a Child Therapy Counsellor II level in government institutions,described as: "the performance of residential child care work in the care, re-education, assessment, therapy and counselling, of children and youth with behavioural and emotional problems. These employees, under general supervision, are responsible for ensuring that effective and appropriate treatment is obtained through assistance of clinical and program specialists as required, for the children and youth entrusted to their care."[45]

### Curriculum Content

It is the assumption, then, of those agencies employing this functional job analysis/dacum approach, that curriculum design ought to follow from the analysis of the child care worker function. The author of the Alberta child care training proposal does, however, caution against the tendancy "that when the demand for explicitness of the process arises, only those parts of the process which lend themselves easily to description will be dealt with," and that "the heart of the process may remain unnamed," perhaps leading to "a very superficial, technologized and mechanical collection of the least important competencies, while the central ones will remain untouched."[46] At this point in time several colleges in Canada are in the process of program modification to enhance the congruence between what is being taught and what must be performed in the field. Little documentation or research concerning these modifications is available for scrutiny at this time.

Prior to the systematic analysis of the child care work function, the basis for recommending curriculum content was the expert judgment of professionals involved in the child-care field. In a 1963 Child Welfare League of America book entitled Training for Child Care Staff, several writers outline what they regarded as necessary content for training at various levels. Claire Stone recommends that cottage parents be taught child development principles, with a focus on the parent role, a typical child development, therapeutic use of play, methods of discipline, the use of structure and routine and concepts related to group living. Hyman Grossbard, suggesting that "a degree of self-awareness is sine qua non in the general equipment of all engaged in social work"[47] emphasizes the importance of the development of self awareness among child care workers. Eva Burmeister recommends that child care workers develop skills in designing and implementing creative activities for children. In another article within this book, Morris Mayer outlines a system of differential in-service training for child care workers grouped as cottage parents, people in search of a calling, professional child care workers, people between jobs or professional social workers, reflecting his contention that "all staff education has to have two focuses: (1) the task to be fulfilled and (2) the self-understanding and self-development of the person performing the task."[48] He suggests that basic areas to be covered include (1) the developmental view of the child and his disturbances, (2) the problem of control, and (3) the child-parent relationship and outlines specific concerns of the different child care groups with regard to these basic areas, which must be addressed through training programs. Describing child care as a method of social work, Henry Maier reiterates both Mayer and Stone in recommending that normal and abnormal child development be an essential area of knowledge for child care workers. He adds group dynamics and the child care method as the remaining areas of major importance. Maier's description of the child care method issues from his view that the principal function of child care is the creation of a new primary relationship system for children no longer in their natural homes. Purposive intervention into a child's life is seen as relying on two forms of care: nurturing and remedial, where nurturing care "relates to those processes of "normal" ego development which evolve out of the daily primary life experience of the intimate interaction between the individual and his immediate physical, social and ideational environment."[49] Remedial care is said to involve "planful direct intervention in an individual's life in order to affect specific aspects of such an individual's social dysfunctioning."[50]

In an article written in 1964, Van Hromodka outlines European training of child care workers. In this model the personal development of workers is regarded as necessary to their utilization of knowledge and skills and therefore receives a strong focus in training. Emphasizing the importance of applicability and practicality of knowledge, Hromodka outlines suggested curriculum content as including basic social science principles and concepts as well as methods of observing, diagnosing, planning, reporting and recording behaviour, nursing, teaching, groupwork, homemaking, recreation. Hromodka discussed training further in a 1966 article entitled "Toward Improved Competence in Child Care Workers" in which he maintained that a survey of the mid-Atlantic region of the United States showed that workers were undertrained for their expected function in all institutions examined. Bruno Bettelheim (1966) further emphasizes the necessity of personal development toward self-understanding in the child care worker as a foundation for helping effectiveness, stating that "every one of us...must first encounter himself in his own darkness where his straight way was lost (before) we take by the hand those who have lost their way in the darkest of woods, and hence lost all hope."[51]

A 1969 Child Welfare League of America (C.W.L.A.) training program for child care workers in several larger U.S. cities saw the development of a core curriculum for short term pre-employment training which included six major areas of study: understanding child behaviour, techniques of child care, nutrition and health, program activities, child care services and understanding the problems of the exceptional child in group care. Hembling and Mossing (1978) describe an in-service training program in basic counselling skills which is characterized by a prescreening for "helpful" people and training which involves three foci, the self (self awareness and emotional congruity are goals), others (major goal is the understanding of interpersonal behaviour in counselling) and transactions (goals related to understanding group interventions and teamwork).

Mayer and Matsushima (1969) in summarizing a national conference concerning child care worker training recommend a two year college program to include coursework in the areas of developmental and abnormal psychology, sociology, family studies, group dynamics, observing and recording behaviour, recreational activities. In outlining a two year training program for a new form of child care worker, the Child Mental Health Specialist, Reiger and Devries (1975) suggest three major areas of training emphasis: parenting, clinical management, and fundamental education. In their view this new specialist ought to be thoroughly versed in child development as well as learning disabilities and their remediation and ought also to be able to work with normal children or those with a wide range of disturbances. The psychoeducateur model as described by Pierre Gauthier involves three year

(Bachelor's degree) or four year (Master's degree) training periods and includes the following major subject areas: the re-education process, emotional development, cognitive development, behaviour observation and case studies, research methods, organization of a therapeutic environment, pedagogical activities, group dynamics, social development, child psychopathology and psychoeducational intervention.

The content of eleven community college programs in Canada is outlined in table 17, chapter four of this thesis. Areas of emphasis across programs include: basic psychology and sociology, English, child and youth development, observing reporting and recording behaviour, abnormal behaviour, group process, counselling and treatment principles, human relations and counselling skill development, health principles and skills, family dynamics and the therapeutic use of activities.

At the conference in 1974 entitled "Child Care Training for a Changing World", three speakers emphasized the importance of certain training issues involving affective or attitudinal elements. Fritz Redl encouraged the "sensitizing of child care workers against oversimplification in management of behaviour"[52] in his discussion of anger and mixed symptomatology in adolescents. Stanley Meyers in addressing the issue of child advocacy as a child care function, indicated a need to have child care workers become aware of their own limitations and fallibility which may necessitate effective advocacy on behalf of children in their care. Joan Swift spoke of the need for child care workers to respond affectively to children and to develop a professional attitude.

There appears from this range of points of view with regard to the necessary content of child care worker training programs some consistent elements across writers. Principles of child development, principles of treatment or counselling interventions and group dynamics are most frequently mentioned, followed by observing, recording and reporting behaviour, concepts related to disturbed behaviour among children, self-awareness and personal development among child care workers, activities for children, and parenting skills. Some writers (Hromodka, Reiger and Devries, Gauthier) recommend principles and skills in teaching, while others suggest family studies (Mayer, Mayer and Matsushima), health principles and skills (Hromodka, Stone, C.W.L.A.). It appears also that these major areas of emphasis(with the exception of teaching skills) are included in most of the community college programs examined.

## Instructional Methodology

In reviewing literature related to methods of providing child care worker training, three program types may be distinguished: in-service, short-term pre-employment and formal college or university. In considering in-service training, many writers appear to favour the workshop format (Hembling and Mossing (1978), Christians (1978), Goocher (1978), Schinke and Wong (1978), Adler (1978), Stone (1963)) emphasizing applicable information and skills in close temporal contiguity with work experiences. In this regard Grossbard writes, "learning is at its optimum when material is of functional value having an immediate relationship with concrete problems that the students are facing in their daily routine."[53] Learning through experience and clinical supervision in the work setting is widely regarded as the key element in child care worker training. Bettelheim goes so far as to suggest that "one cannot train or teach child care workers, (that) In a total treatment setting one can only create the conditions that make it possible to become one."[54] This rests upon Bettelheim's concept of the "classless therapeutic community"[55] in which workers explore their own emotions, behaviours, defenses and unresolved issues in order to become more effectively functioning people and helpers. Hromodka (1966) in his review of child care training concluded that "the only true source of training for the child care workers was their supervisory experience."[56] In surveying child care workers at a national conference, Mayer (1969) asked how and where their learnings occurred. The response was:through trial and error on the job and through the efforts of supervisors. Whittaker (1970), in discussing the role of the supervisor in training child care staff emphasizes the modelling role through which good child care practice may be demonstrated. Goocher (1978) sees an important role for supervisors to be the provision of learning experiences which will allow workers to address identified training issues. The author of the proposal regarding training child care workers in Alberta states: "Much of the unconceptualized art of working with children can only be learned through the old apprenticeship method; as when a talented but inexperienced beginner works side by side, and under the supervision of a seasoned professional"[57] This point of view appears to be shared widely among educators involved in formal preparation of child care workers prior to employment. Supervised field experiences are held to be important in the preparation of Child Mental Health Specialists (Rieger and Devries, 1975), in the certificate program at the University of Pittsburgh (Chambers and Foster, 1966), and is regarded as essential in a recommended two year program resulting from a national conference on training (Mayer, 1969). That child care educators in Canada share this view is evidenced by the fact that of twelve community college programs surveyed by the author, all have substantial fieldwork components.

Fox suggests that "job experiences should be brought into the context of the learning situation to help the learner see the connections between concepts and reality."[58] Adler (1978) and Hembling and Mossing (1978) describe the use of the analysis of illustrative incidents in seminars to facilitate this connection. Brintnall has produced a video program of actual events reflecting different aspects of daily living in a residential treatment centre in order to "bridge the classroom-field gap."[59]

Recent literature introduces several different teaching methods as useful in child care worker training. Gelfand et al describe their use of a communications training workshop to improve empathy and concreteness among a group of child care workers. Theirs is an application of the Carkhuff model including discrimination training and dyadic role play of communication skills. On the basis of taped interviews before and after training they judge their method to have been successful. Binder et al (1978) discuss the use of a ward's history in helping psychiatric child care workers identify elements of ward culture which impact upon expectations and behaviour of workers. It is suggested that those myths which have evolved as defensive distortion can be more successfully worked through if the contribution of past events in the ward are examined. Willner et al (1977) outline a training program which teaches child care workers behaviour and communication styles regarded positively by young people. It is held that such behaviour will enhance the worker's impact in modifying the behaviour of young people in his care. Sensitivity sessions are reported as part of in-service training in the South Okanagan Human Resources in-service program for child care workers (Hembling and Mossing, 1978). Schinke and Wong (1978) describe their behavioural approach to teaching behavioural principles and techniques. Using a pre-post treatment assessment and control group, their evaluation indicates that learning occurred through their method. Therese Cristiani (1978) outlines her microcounselling approach to the teaching of open-ended leads and expression of feeling skills. While these skills were demonstrated to have been learned in the microtraining phase, they were not so demonstrated in the training for transfer phase. She suggests in vivo observation of students and immediate feedback, videotaped live sessions between worker and child, enhanced applicability of role-play issues, as possible modifications to improve transfer.

The selection of people judged suitable to perform the child care counselling function is regarded by some writers as an important aspect of child care worker training. Bettelheim says "all staff members must, as a minimum, have sufficient intelligence, education, sensitivity and devotion to others to be able to become therapists."[60] In surveying child care workers at a national conference on training, Mayer (1969) reports that personality factors such as self-control, tenacity, honesty, a non-judgmental attitude were regarded by child care workers as important. According to Goocher (1978), the first step in training is the selection of workers who show energy, creativity, brightness, expressiveness, effectiveness in impacting upon their environment and life experiences beyond going to school and looking for a job. Hembling and Mossing (1978) describe the selection of helpful people to undergo training as child care workers. Helpful people are identified as those who display self-awareness and emotional integration.

### Standards and Evaluation

Standards for training programs for child care workers do not appear to be widely developed. A proposed standard for in-service training for the Alberta Association of Child Care Centres provides a partial outline of content, to include: the theoretical model and philosophy of the employing agency as well as its rules, regulations and policies, child advocacy, communication skills including report writing, methods of behaviour observation, personnel roles, agency child care practices. It also indicates the worker's right to suitable supervision. In-service training and adequate supervision are also standards of the Child Welfare League of America, but specific content or methods are not indicated. In Ontario, a set of Provincial program guidelines exist for colleges of applied arts and technology. These guidelines were developed from the functional job analysis and DACUM project described previously. Rather than prescribing coursework, these guidelines indicate the functions a graduate must be able to perform before being suitably prepared for a child care worker position. The guidelines differentiate between general and professional areas of study, general areas being general education courses or electives as required by the responsible ministry, professional areas including: policy and procedures, parenting skills, theory and practice of therapeutic activities, interviewing and counselling skills, child care work methodology, family work, treatment planning, theory and practice of working with groups, community resources, professional development, communication skills. The guidelines prescribe 1400 hours as a minimum for supervised field placement during the program, specify that the supervisor must be a graduate child care worker and require that specific learning goals and plans be set.

In his speech to the conference in 1975 on Child Care in a Changing World, William Klein posited the importance of evaluation of child care training programs. He maintained that ongoing evaluation ought to occur, assessing not just changes to students through training but also the impact of trained workers on the children with whom they work. He held that such evaluation has implications for funding as well as for the development of knowledge in the field. An evaluation of the University of Pittsburgh Baccelaureate program in Child Development and Child Care used a child development information inventory as a basis for testing Associate, Bachelor's and Master's degree graduates. The results indicated that Master's degree graduates scored highest, followed by Bachelor's degree graduates and associate degree graduates. A survey of employers showed the reverse order in terms of ratings of effectiveness in working with children. A 1976 evaluation of The Child Care Worker program at Fanshawe College in Ontario employed a professional judgment approach to assessing both the adequacy of graduates and the suitability of program content. The evaluation committee judged that the program had met both goals successfully, recommending some alterations to selected courses.

# CHAPTER THREE

# NATURE OF THE STUDY

## Need for the Study

Grant MacEwan Community College is committed to a policy of periodic program evaluations to ensure program relevance and effectiveness. The present Youth Development Program, having evolved since its inception in 1972, is thought by its Head to require a validation of its present content and structure by relevant constituents including students, graduates, faculty, advisors, and employers of graduates. Certain developments in the field further encouraged such an evaluation at this time. The provincial department of Social Services and Community Health has completed a redefinition of the Child Care Worker function for which most program graduates are being prepared. At the same time the Alberta Association of Child Care Centres is completing a set of standards for child care centres some of which have implications for the training of child care workers. It is important, then, to ascertain whether the program as it exists presently will adequately prepare counsellors for this function. Both the relevance of program objectives to the child care counselling function in information, skill, and attitude areas and the effectiveness of the program in enabling students to meet these objectives was thought to require scrutiny. Information generated through the study will serve as a basis for program modification both in terms of its objectives and its manner of implementation.

## Usage of Terms

For the purposes of this study, the following terms will be used in the manner indicated:

Children or youth "at risk": children or youth suffering from neglect, being emotionally or behaviourally disturbed, or being in a condition of juvenile delinquency.

Child care worker (counsellor): one who is employed in a capacity of providing care, physical and emotional, to children or youth at risk who are involved in some form of residential treatment program.

Youth worker (counsellor): one who is employed in a capacity of counselling youth at risk who are involved in community-based counselling programs.

Child care/youth counselling: a broader designation including counselling and care-giving in residential treatment and community-based counselling programs for children and youth at risk.

Information objectives: those objectives referring to the understanding of data, concepts, principles.

Skill objectives: those objectives referring to the utilization of concepts, principles in interacting with people or the physical environment.

Attitude objectives: those objectives referring to values, beliefs, emotions, attitudes, self-awareness.

Overall program goals: the most general statements made of the primary purpose for the program's existence.

Final program objectives: objectives articulated at a total program level which are more specific than, and which are regarded as enabling objectives to, overall program goals.

Interim program objectives: objectives articulated at the individual course level which are more specific than, and which are regarded as enabling objectives to, final program objectives.

Instructional factors: elements of the physical environment, instructional methodology, course design and structure which impact upon or comprise the instructional process.

## Objectives of the Study

The objectives of the study revolved around four major areas of concern: the relevance of program goals and objectives, the effectiveness of program instruction, the achievement of program goals and objectives, and trends in the child care/youth counselling field which may have an impact upon the program.

More specifically the evaluation was concerned with the assessment of:

A. The relevance of program goals and objectives, specifically
    1. The relevance of overall program goals to the stated educational goals of students.
    2. The relevance of overall program goals to the needs of the child care/youth counselling field, as perceived by child care (counselling) centres, program advisors and faculty.

3. The relevance of final program objectives to the child care/youth counselling function, as perceived by child care (counselling) centres and by graduates presently or previously employed in the field.

B. The effectiveness of program instruction, specifically

  1. Program design comparisons among similar Community College programs in Canada.
  2. The effectiveness of the total program in enabling the achievement of final objectives, as perceived by program graduates.
  3. The effectiveness of selected program components in enabling the achievement of overall program goals, as perceived by program graduates.
  4. The effectiveness of individual courses in enabling the achievement of interim objectives, as perceived by students.
  5. The effectiveness of instructional factors in individual courses, field placement and integration seminars as perceived by students.
  6. The effectiveness of instructional factors in individual courses, field placement and integration seminars, as perceived by graduates.

C. The achievement of program goals and objectives, specifically

  1. The achievement of overall program goals, as perceived by faculty, program advisors, child care (counselling centres, and graduates.

2. Summary of student graduation and graduate employment.
3. 1977/78 Graduating student performance in selected areas as rated by agency field placement supervisors.
4. Skill effectiveness of graduates employed in a child care/youth counselling capacity, as perceived by immediate supervisors.

D. Trends in the child care/youth counselling field with potential impact upon the program.

Scope and Limitation of the Study

The scope of the study included: 1) the assessment of program and college documentation relevant to the evaluation concerns, 2) the assessment of graduate opinion as to the program's achievement of overall goals, the extent to which the program enabled their achievement of final objectives, the effectiveness of selected instructional factors in enabling this achievement, 3) the assessment of opinions of graduates presently or previously employed as child care or youth workers (counsellors) as to the relevance of program objectives to the child care/youth counselling function with which they were most familiar, 4) the assessment of student opinion as to their achievement of interim objectives and the effectiveness of selected instructional factors in enabling this achievement, 5) the assessment of opinions of child care (counselling) centres as to the relevance of program goals and objectives to the needs of the field and the child care/youth counselling function as performed in their centres, as well as to the program's achievement of overall goals, 6) the assessment of opinions of program faculty, advisors as to the relevance of program goals to the needs of the child care/youth counselling field, and as to the program's achievement of these goals, 7) the assessment of opinions of supervisors of graduating and graduate students working in the child care/youth counselling field as to their effectiveness in selected skills, 8) the assessment of opinion held by government personnel in the child welfare area, by program advisors and by child care (counselling) centres as to trends in the child care/youth counselling field and the prospective role of the Youth Development program in offering educational services to child care workers (counsellors) already employed in the field.

The study was limited by the following factors:

1. The assumption that the questionnaires were adequately designed to elicit the opinions intended.
2. The assumption that the questionnaires which were completed accurately represented the opinions of those who completed them.
3. The assumption that respondents had similar understanding as to the various statements and descriptions included in the questionnaires.
4. The assumption that opinions expressed were not unduly affected by the knowledge by most respondents of the person conducting the survey and the fact that he is the program head.
5. The assumption that opinions by graduates were not affected by their intervening work experiences since graduation.
6. The inclusion of child care (counselling) centres in, and the exclusion of youth work (counselling) agencies from, the assessment of the relevance of program objectives to the child care/youth counselling function.

## Evaluation Design

This study may be considered a form of context evaluation according to Stufflebeam's schema in that its primary concern was "to provide a rationale for determination of objectives".[61] Operating in both contingency and congruence modes in examining diverse elements of the program it was focused upon the further definition of program goals and objectives in response to expressed needs and future trends in the child care/youth counselling field as well as in response to identified incongruence between what was intended and observed especially in terms of instructional factors and program outcomes.

In the contingency mode "context evaluation searches for opportunities and pressures outside of the immediate system to promote improvement within it...(and) also probes the future".[62] In asking agencies in their field to discuss the importance of overall program goals to meeting their needs vis a vis educational services, in asking graduates to indicate the potential role of the program in providing further educational services and in asking a variety of people involved in child care/youth counselling to identify and discuss future trends in the field, the evaluation was operating in a contingency mode. Also within this mode was that part of the evaluation assessing the perceived relevance of present program objectives to the child care/youth counselling function by employing agencies and by program graduates working in the field.

Those aspects of the evaluation related to the congruence mode included the assessment of opinion concerning program achievement of its intended outcomes (program goals and objectives) and transactions (instructional factors and methodologies), to use two elements of Stake's trichotomy of antecedent, transaction, and outcome. Outcomes scrutinized included skill levels of graduate and graduating students, graduate employment and judgments by constituents concerning overall program goal achievement. The transactions scrutinized included a variety of instructional factors and methods impacting upon or comprising the instructional process. In the absence of formal standards with regard to outcome or transactions, relative comparisons were made between the program evaluated and other programs with similar goals, in terms of curriculum content. Absolute comparisons were made between program curriculum content and judgements by child care (counselling) centres and program graduates as to what that content ought to be.

The general organizational plan for the evaluation issued from both Stufflebeam's definition of educational evaluation as the "process of delineating, obtaining and providing"[63] information to be used in decision-making, and his simplified conceptualization of an education system as "having an input, a process, and an output".[64] Input refers to the raw materials of the system (eg. students, faculty, curriculum), process, the interaction of inputs to produce change, and output, the changed elements which originally entered the system. (See figure 6) To enable the process of delineating and obtaining decision related information the following activity plan was implemented.

1. Related to input factors: a) collection of descriptive data regarding selected student and faculty characteristics
   b) articulation of overall program goals and final objectives

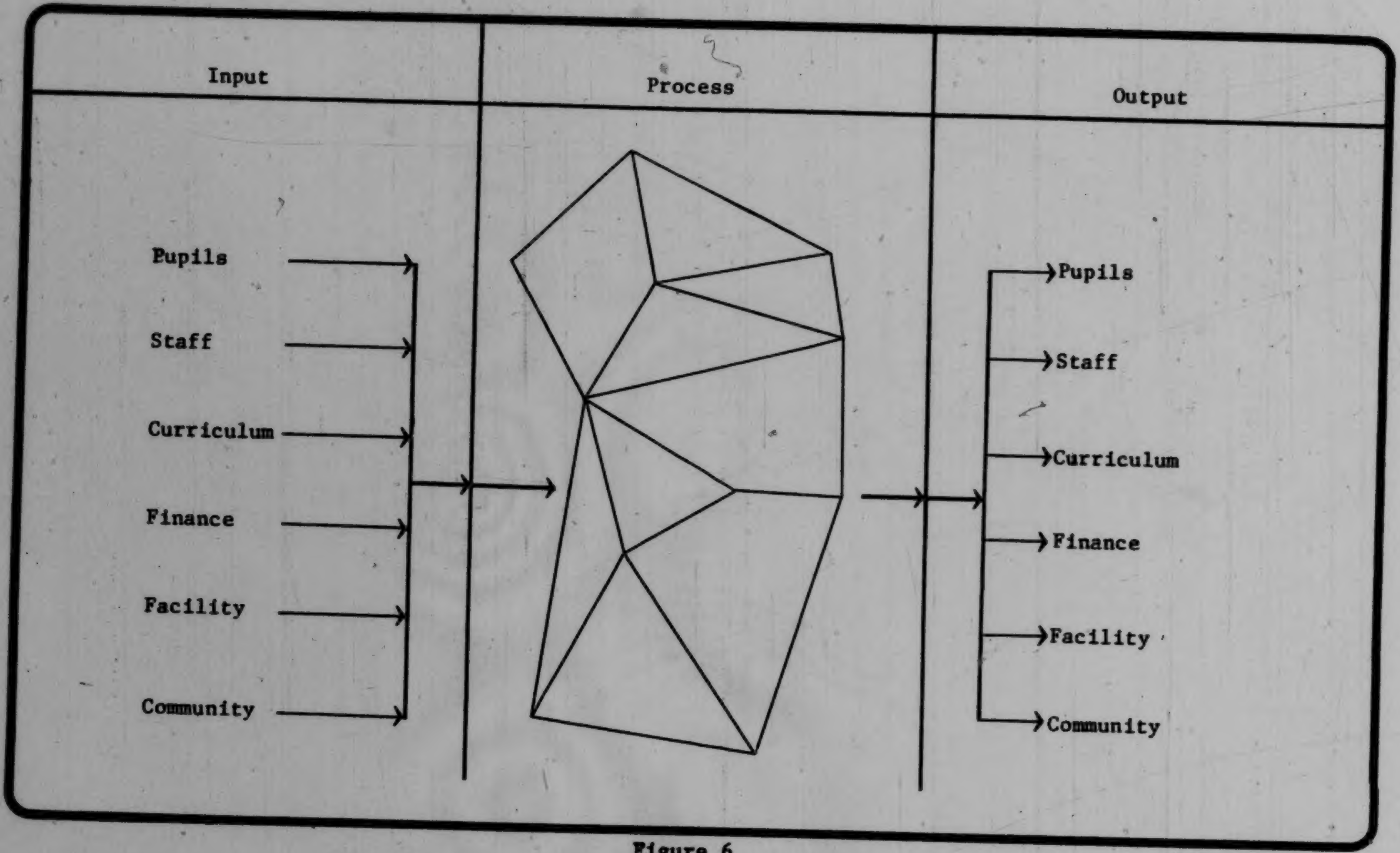

Input
Process
Output
Pupils
Staff
Curriculum
Finance
Facility
Community
Pupils
Staff
Curriculum
Finance
Facility
Community

**Figure 6**
**Input-Process-Output Analogy of an Educational System**
**(Adapted from Stufflebeam, Educational Evaluation and Decision Making, p. 125)**

c) outlining of historical and philosophical contexts of the program and the college

d) survey of graduates employed in the field and child care (counselling) centres for opinions concerning the relevance (in terms of importance and frequency of use) of final program objectives in information, skill and attitude areas to the child care/youth counselling function

e) survey of advisors, faculty and child care (counselling) centres as to their perceptions of the importance of overall program goals

f) survey of advisors and others in the field for information concerning trends in the child care/youth counselling field.

2. Related to process factors: a) outlining of program components, courses, and instructional factors, their intended relationships to interim and final program objectives, and the learning opportunities they are intended to provide

b) surveying of graduates as to their opinions of i) the effectiveness of program components, specifically field placement, skill development, personal development, program information coursework, academic services coursework, elective courses in contributing to achievement of overall program goals, ii) the overall quality of individual courses within the program, and iii) the effectiveness of the program as a whole in enabling them to meet final program objectives

c) surveying of students as to their opinions of the effectiveness of various instructional factors in contributing to the achievement of interim program objectives, and as to the effectiveness of individual courses in enabling them to meet interim (course) objectives

d) comparison of this program with similar programs offerred elsewhere in terms of curriculum design and content.

3. Related to output factors: a) survey of graduates, faculty, advisors and child care (counselling) centres as to their opinions of the extent of achievement of overall program goals

b) survey of graduates as to information concerning the extent to which their goals for the program were met, including employment histories, job satisfaction and their perception of their effectiveness

c) survey of field placement supervisors as to their opinions of the effectiveness of program graduands on selected child care/youth counselling skills

d) survey of immediate supervisors of graduates employed in the field as to their opinions of the effectiveness of graduates on selected child care/youth counselling skills.

## Populations and Samples

In terms of the graduate survey, the population consists of present and future graduates of the Youth Development Program of Grant MacEwan Community College: the sample consists of all graduates who graduated from the program between 1974 and 1977.

In terms of the student survey, the population consists of present and future students of the Youth Development Program of Grant MacEwan Community College: the sample consists of all students enrolled in the program during the 1977/78 term.

In terms of the child care (counselling) centres survey, the population consists of all child care (counselling) centres in Alberta: the sample consists of all child care (counselling) centres in the Edmonton area and four from southern Alberta selected because of expressed interest in child care worker (counsellor) training.

In terms of faculty and advisor surveys, the population consists of all present and future faculty and advisors of the Youth Development Program of Grant MacEwan Community College: the sample consists of faculty and advisors of the program during the term 1977/78.

## Development of Research Instruments

Information was gathered through existing collections of data including the Grant MacEwan Community College Student Entrance Questionnaire, personnel files, calendar and program documents as well as through interviews and questionnaires. Three questionnaires were developed for use with graduates, students and child care (counselling) centres. Often used models for questionnaire development were instruments developed by the Course and Program Development department of Grant MacEwan College and the Personnel Research Department of Ontario Hydro.

Questionnaire development began with an analysis of the original program proposal to the Alberta Colleges Commission specifically to distill from this document the overall program goals intended at the time by initial designers of the program. They were judged to be: (1)to prepare people as specialists in understanding and working with young people, (2) to provide realistic, practical training for people working with youth, and (3) to provide existing staff within various institutions and agencies with the opportunity to upgrade themselves.

Development continued with a search of program documentation such as program and course descriptions as well as program and course curriculum outlines in order to identify both the interim objectives on a course basis and the final objectives for the program in information, skill and attitude areas. Individual interviews and a faculty group discussion were utilized to clarify these various objectives and to chart the articulation of courses with one another in terms of their objectives. The differentiation among information, skill and attitude objectives was made partly as a convenience to child care (counselling) centre personnel and relevant government personnel who differentiate much in this manner by working from identification of tasks to identification of competence areas, to identification of the skills required to perform adequately in the competence areas, to the identification of information and sub-skills required to perform individual skills. This process is derived from Fine's Functional Job Analysis approach and the DACUM extension of this approach as used by the governments of Ontario and the North West Territories in articulating skill clusters or competence areas for the child care/youth counselling function and ultimately used in curriculum development in those areas. The addition of attitude objectives results from an emphasis by faculty of the program on certain objectives which relate more to values, beliefs, attitudes, emotions or self-awareness than they do to either information or skill. This category partly reflects affective behaviour as defined by Bloom and Krathwohl. Fourteen information objectives were identified, as were sixteen skill objectives and twelve attitude objectives as the total of final program objectives. Clarified course objectives were identified as interim objectives which had an enabling relationship to the final objectives. These interim objectives were summarized for the sake of brevity and outlined beneath final objectives on the questionnaires to both graduates and child care (counselling) centres. On the student questionnaire the interim objectives were fully outlined on a course by course basis.

### The Graduate Questionnaire

This questionnaire comprised of forty-four pages and required approximately two hours to complete. It began with seventeen questions related to background prior to enrolment and work history and satisfactions since graduation. These were followed by the final program objectives in information, skill, and attitude areas with a rating scale from one through five: not effective, somewhat effective, effective, very effective, and don't know. Graduates were requested to indicate their opinions as to the effectiveness of the program in helping them achieve the objectives listed, according to this scale. Additional comments were invited. Following this section graduates were asked to rate fourteen courses in terms of the need for improvement on seventeen instructional factors (for example, grading system, class size, amount of time). This aspect of the questionnaire was closely modelled after the course evaluation questionnaire developed and widely employed over the past few years by the Course and Program Development Department of Grant MacEwan Community College. They used a response key which ranged from 1 through 6: No improvement needed, very little improvement needed, some improvement needed, major improvement needed, don't know, and not applicable. Each list of instructional factors was followed by a question eliciting graduate's opinion as to the overall quality of the course just rated. A scale of 1. Excellent, 2., 3. Satisfactory, 4., 5. Very Poor was used in this regard. Using the same need for improvement response key as used with individual courses, the graduate was then asked to rate seventeen factors related to their field placement (practicum), again including factors such as grading, amount of time as well as the opportunities field placements were intended to provide. Two remaining items were a request for suggestions as to alternative scheduling of field placements and a request for any additional comments related to field placement. Integration seminar evaluation followed with seven items related to learning opportunities and other aspects of the learning environment such as class size, content outline and evaluation procedures. Graduates once more used the need for improvement scale as outlined above. Additional comments were invited.

The next section was completed only by graduates who had worked or were working in some child care/youth counselling capacity. Keeping this function in mind, they were to rate each of the forty-two final program objectives in information, skill, and attitude areas as to its importance to the performing that function and its frequency of use while performing that function. This aspect of the questionnaire was closely modelled after a job-composition evaluation developed and implemented by Mr. R. Sawchuk of the Personnel Research Department of Ontario Hydro. Arrayed to the left of the list of objectives, the importance rating scale was: 1. Necessary - Can't do without, 2. Important - Should have, 3. Useful - Nice to have and 4. Not necessary. This scale was outlined, defined and demonstrated with an example in the instructions, as follows:

> DEFINITIONS OF RATING SCALE:
>
> IMPORTANCE TO EFFECTIVE JOB PERFORMANCE
>
> This scale is designed to determine how important a particular objective is to being an effective child care/youth counsellor.
>
> The scale ranges from "1" to "4", with respective numbers indicating:
>
> 1. NECESSARY - CAN'T DO WITHOUT -- The job can't be done without this information, skill, or attitude. e.g. counsel people without having adequate communication skills.
>
> 2. IMPORTANT - SHOULD HAVE -- The person should have this information, skill, or attitude: it would be difficult to do the job without it. e.g. represent a child's interests in court without knowing policies and procedures of Juvenile Court.
>
> 3. USEFUL - NICE TO HAVE -- It would be nice to have this information, skill, or attitude but you could get by without it. e.g. driving skills which allow you to use an agency vehicle although there are others who are usually available to drive.
>
> 4. NOT NECESSARY -- This information, skill, or attitude is not called for at all in performing the job, e.g. employee selection interview skill if a person is never involved in hiring staff.

Arrayed to the right of the list of objectives was the frequency of use rating scale, which was: 1. Very often - Daily, 2. Often - Weekly, 3. Occasionally - Monthly, 4. Seldom - Less often than monthly, 5. Never. This scale was further explained in the instructions preceding. For each of the forty-two objectives, then, graduates were to rate both its importance and frequency of use in the child care/youth counselling function with which they were most familiar. This section was followed by an open item requesting that the graduate list any objectives in the information, skill, or attitude areas which they believed ought to be included in the program to prepare people better for a child care or youth worker (counsellor) role. They were asked to rate these suggested additions as to importance and frequency of use using the scale described above. The fifth major section of the questionnaire asked graduates to rate the achievement by the program of its overall goals and the contribution of various components of the program to this achievement. A five point scale: 1. Strongly agree, 2. Agree, 3. Don't know, 4. Disagree, 5. Strongly disagree was arrayed beneath each of the three overall goals for the program as well as beneath statements that field placement, program information coursework, academic service courses, skill development and personal development components contributed significantly to achieving the goals. Graduates were asked if they thought the program should be involved in providing educational services to them and others in the field. They were then invited to suggest content areas and formats which they would like. The final section of the questionnaire included five questions and statements concerning elective policy, selection and quality. They were invited to comment on the questionnaire as a whole.

This questionnaire was first piloted on a group of eight graduates in order to determine if any modifications to the instrument were required for better understanding of items or ease of responding. Some modifications in wording and display resulted.

### Child Care (Counselling) Centre Questionnaire

This questionnaire began by outlining the three overall objectives of the program and asking the respondents to indicate their opinion as to the extent to which they believed the program achieved each goal and as to the importance of that goal to the needs of their agency. The scale on which they rated goal achievement was: 1. Very well, 2., 3. Adequately, 4., 5. Poorly, 6. Cannot judge. The second scale, related to the importance of each goal to the needs of their agency, was: 1. Very important, 2. Important, 3. Not very important, 4. Not important at all, 5. Cannot judge. They were invited to comment further after each of the six ratings. There followed a question asking for their rating of the job performance, overall, of graduates who were or had been employed by their agency.

The second section of this questionnaire duplicated exactly the section of the graduate questionnaire which requested ratings of importance and frequency of use for each of the forty-two final program objectives. Centres rated these objectives with regard to the first or beginning level child care worker (counsellor) in their settings. Centres were similarly invited to suggest additional objectives in information, skill, or attitude areas which, in their judgment, would contribute to a better trained graduate.

### Advisor and Faculty Interview Format

Advisors and faculty were invited to rate achievement and importance to the field of overall program goals using the same rating scales as employed on the child care (counselling) centres questionnaire. Advisors were further invited (by an open question) to outline trends in the child care/youth counselling field which might impact upon the program. Two unofficial advisors, the assistant Director of Child Welfare and the Program Supervisor for children twelve to sixteen years, both of the Child Welfare Branch of Alberta Social Services and Community Health were similarly invited by open question to outline trends in child care/youth counselling. Faculty were further requested to give their opinions as to the major goal(s) of the program from among personal development, occupational upgrading, preparation for career, preparation for further education, social or recreational activity or other.

### Student Questionnaire

The student questionnaire included a course evaluation for each program course in which the student was registered in the 1977/78 term. First year students evaluated twelve courses, including field placement and integration seminars. Second year students evaluated six courses, their first and second year field placements and integration seminars.

Again, the model for much of this questionnaire was that of the Course and Program Development Department of Grant MacEwan Community College.

The evaluation of each course began with a request that students give their opinions as to the extent of effectiveness of that course in enabling them to achieve the interim objectives for which the course was designed. Students rated this effectiveness for each interim objective using this scale: 1. Not effective, 2. Somewhat effective, 3. Effective, 4. Very Effective, 5. Don't know. An open request for further comments followed these ratings.

Then, using the need for improvement response key of: 1. No improvement needed, 2. Very little improvement needed, 3. Some improvement needed, 4. Major improvement needed, 5. Don't know and 6. Not applicable, students rated nineteen instructional factors for each course. They also rated the effectiveness of instructional methods used in each course, using a scale of 1. Very effective, 2., 3. Effective, 4., 5. Not at all effective. Each course evaluation ended with a request for student opinion as to overall course quality according to the scale: 1. Excellent, 2., 3. Satisfactory, 4., 5. Very poor. Additional comments were invited.

## Data Collection Procedure

A list of graduates of the program was generated from class lists and registrar's records. All graduates received a letter outlining what was going to be asked of them and the purpose of the evaluation. As many graduates as could be located were further contacted by mail or telephone and invited to take part in the evaluation by completing the graduate questionnaire either at their home or at the college. Eight graduates comprised a pilot group to check the instrument for ease of understanding and responding. An instructional assistant at the college made the telephone contacts, distributed the instrument, and arranged facilities for graduates who preferred to complete the questionnaire at the college. Neither the program head nor any faculty were present while questionnaires were being completed.

Students were given individual course evaluations at the end of the trimester during which they were registered in each course. Evaluations were distributed and collected by members of the Student Program

Committee with neither the Program Head nor faculty present at any time during the process.

All child care (counselling) centres in the Edmonton area were mailed the questionnaire for centres, which was accompanied by a covering letter explaining the purpose of the evaluation. Four centres from southern Alberta (three from Calgary, one from Lethbridge) were also invited to complete the centres questionnaire. They were selected because of their leadership roles in the Alberta Association of Child Care Centres or the Provincial Curriculum Development Committee for Child Care Training.

All faculty, advisors and government personnel were personally interviewed by the writer.

## Data Processing Procedure

For all questionnaire items which involved closed questions, responses were entered through the terminal at Grant MacEwan College's Mill Woods Campus into the University of Alberta Computing Services AMDAHL V/470 computer. The Statistical Package for the Social Sciences (SPSS), Version H provided the analysis of data. Elements of this analysis utilized for this study included absolute frequencies of response, relative, adjusted and cumulative frequencies expressed in percentages. Means were used where judged suitable, being adjusted so as to reflect responses in categories excluding Don't know or Not applicable. In considering importance and frequencies of use of objectives, means were ranked in order to better identify those more or less important or frequently used than others. Additional comments and responses to open ended questions were transcribed and analyzed for relevance and commonality of content prior to being summarized and reported. In some instances additional interviews were undertaken in order to clarify responses.

## Data Display Procedure

After compilation and analysis, data were displayed in tabular form.

Tables 2 through 4 refer to the perceived importance of overall program goals to the Child Care/Youth Counselling field (by Child Care (Counselling) Centres, Advisors and Faculty).

Tables 5 through 16 refer to the perceived relevance in terms of importance and frequency of use of final program objectives to the child care/youth counselling function (by Child Care (Counselling) Centres and graduates presently or previously employed in the field).

Table 17 provides comparisons among several related programs as to curriculum content.

Tables 18 through 20 refer to perceived program effectiveness in enabling the achievement of final program goals (by graduates).

Table 21 refers to the perceived contribution of program components to achievement of overall program goals (by graduates).

Tables 22 through 35 refer to the perceived effectiveness of individual courses in enabling achievement of interim (course) objectives (by students).

Tables 36 through 89 refer to the perceived effectiveness of instructional factors in individual courses, field placement and integration seminars (by students and graduates).

Tables 90 and 91 refer to the perceived achievement of overall program goals (by faculty, advisors, graduates, and child care (counselling)centres).

Table 92 refers to job satisfaction of program graduates presently employed in child care/youth counselling or social work.

Table 93 refers to the evaluation on selected skills of graduating students' field performance (by agency field supervisors).

Table 94 refers to the perceived skill effectiveness of graduates employed in child care/youth counselling capacity (by immediate supervisors).

## Summary

In order to assess the extent to which the Youth Development Program provides effective instruction in areas relevant now and in the future to the child care/youth counselling field, as perceived by various constituents including employing agencies, this study was undertaken.

Considering various selected input, process, and output factors, the chief objectives of the study were to assess the relevance of overall program goals to those of students and to the child care/youth counselling field, the extent to which those goals are judged to have been met, the relevance of objectives to the child care/youth counselling function, the extent to which these intended objectives are observed to have been met, the extent to which program instruction effectively contributes to the achievement of these objectives, and finally, trends in the child care/youth counselling field which may impact upon the program.

Instrumentation included college and program documents, as well as structured interviews with instructors and advisors. Questionnaires were developed for graduates, students, and child care (counselling) centres, and included rating scales and open ended questions relating to various selected issues. Mail returns, interviews, and questionnaires completed at the college, comprised the data collection process. Responses were analyzed through the computer program SPSS (Statistical Package for Social Sciences) where rating scales were involved and by the writer where open ended questions were involved. Results are displayed in a series of tables and comment summaries.

# CHAPTER FOUR

# FINDINGS OF THE STUDY

This chapter outlines the findings of the study with regard to the specific evaluation concerns. Data were sought from program students, faculty, advisors and graduates as well as from child care (counselling) centres, selected Child Welfare branch personnel, supervisors in child care (counselling) centres.

The number of student replies varied partly due to differential enrollment in individual courses and ranged from seventeen to thirty of a total first year student population of thirty-five and from fifteen to nineteen of a total second year student population of twenty-two, at the time of questionnaire distribution. All faculty teaching more than one course (five persons) and advisors (five persons) involved during the 1977/78 college term replied to their respective questionnaires. Of fifty graduates to the end of the 1976/77 term, thirty-nine (78%) replied to the Graduate Questionnaire. Fifteen child care (counselling) centres were invited to respond to the Child Care Centres Questionnaire;of which eleven (73.3%) replied. Fifteen immediate supervisors of graduates employed at that time as child care or youth workers (counsellors) evaluated these graduates as to skill achievement. This represented 60% of the twenty-five graduates in this category. All eighteen graduating students in the 1977/78 term were evaluated as to skill and attitude achievement by their field placement supervisors in various child care/youth counselling agencies.

Findings of the study are presented as they relate to the various concerns of the evaluation, those being assessments of:

A. The relevance of program goals and objectives, specifically
   1. The relevance of overall program goals to the stated educational goals of students.
   2. The relevance of overall program goals to the needs of the child care/youth counselling field, as perceived by child care (counselling) centres, program advisors and faculty.
   3. The relevance of final program objectives to the child care/youth counselling function, as perceived by child care (counselling) centres and by graduates presently or previously employed in the field.

B. The effectiveness of program instruction, specifically
   1. Program design comparisons among similar Community College programs in Canada.
   2. The effectiveness of the total program in enabling the achievement of final objectives, as perceived by program graduates.
   3. The effectiveness of selected program components in enabling the achievement of overall program goals, as perceived by program graduates.
   4. The effectiveness of individual courses in enabling the achievement of interim objectives, as perceived by students.
   5. The effectiveness of instructional factors in individual courses, field placement and integrating seminars as perceived by students.

6. The effectiveness of instructional factors in individual courses, field placement and integration seminars, as perceived by graduates.

C. The achievement of program goals and objectives, specifically

1. The achievement of overall program goals, as perceived by faculty, program advisors, graduates and child care (counselling) centres.
2. Summary of student graduation and graduate employment.
3. 1977/78 Graduating student performance in selected areas as rated by agency field placement supervisors.
4. Skill effectiveness of graduates employed in child care/youth counselling capacity, as perceived by their immediate supervisors.

D. Trends in the child care/youth counselling field with potential impact upon the program.

## A. The Relevance of Program Goals and Objectives

It was the concern of this study to assess both the program's overall goals as to their relevance firstly to the educational goals of program students, secondly to the needs of the field with regard to educational services. At a more specific level, the concern was with assessing the applicability of the program's final objectives in skill, attitude and information areas to the function which program graduates would perform upon employment in the field.

### 1. Relevance of Overall Program Goals to the Stated Educational Goals of Students.

The Student Entrance Questionnaire administered in the Fall of 1977 showed that of thirty-eight Youth Development students replying, thirty-six (94%) indicated that they understood the major objective of this program to be to educate and train them for employment in a specific area, one (3%) to provide students with a general education and one (3%) other: "(to learn) to help others seek some kind of goal in life". When asked what they intended to do after graduation, thirty-three (87%) indicated that they expected to secure education-related employment, with six (16%) planning to go on for further education (including four who expect education -related employment). The Graduate Questionnaire administered as part of this program evaluation asked graduates what their major objective for attending college was upon entering the program, to which thirty-four of thirty-nine (87%) replied that it was preparation for intended occupation or career. Additional objectives for these respondents included occupational upgrading (one graduate:2.6%) personal development (three graduates:7.7%) and further education (two graduates: 5.1%). One graduate (2.6%) replied that his major objective had been occupational upgrading and four graduates (10.3%) replied that their major objective had been personal development only. It is evident, then, that most students in the program are primarily interested in preparing for employment in a field related to their education. This intention is clearly consistent with the first two overall program goals which are to prepare people as specialists in understanding and working with young people, and to provide realistic, practical training for people working with youth. Consistency among program faculty with regard to the program's preparation for employment orientation was evidenced by results of a faculty survey which indicated that they were all agreed that the primary goal of the program is to prepare students for an intended occupation or career. Most saw personal development as an important, related goal.

In terms of the program's third overall goal, to provide existing staff within various institutions and agencies with the opportunity to upgrade themselves, while a survey of all such staff was not conducted, 30 of the 31 graduates of the program presently or previously employed in the field expressed the opinion that the program ought to provide such educational services to themselves or others in the field. Additional comments indicated that they saw four areas of potential involvement:upgrading of competence of untrained staff, refresher courses for those already trained, continuing education in advanced theory and skills, and information concerning new developments in the field.

### 2. Relevance of Overall Program Goals to the Needs of the Child Care/Youth Counselling Field as Perceived by Child Care (Counselling) Centres, Program Advisors and Faculty.

Fifteen child care (counselling) centres were asked their opinions as to the importance of the three overall program goals to the needs of their agencies. The results are summarized in table 2.Of the ten centres responding, nine (90%) replied that the program goal, to prepare people as specialists in understanding and working with young people was very important, two (10%) replied that it was important. The second goal, to provide realistic, practical training for people working with youth was rated as very important by eight centres (80%) and important by two centres (20%). The third goal, to provide existing staff within various institutions and agencies with the opportunity to upgrade themselves, was rated as very important to five centres (50%), important by three centres (30%) and not very important by two centres (20%). The first two goals, then, were rated by all child care centres responding as either very important or important to the needs of their agencies. The third, upgrading, goal was rated as the least important, overall, though eight centres (80%) still regarded it as very important or important to the needs of their agencies. With regard to this upgrading goal, one agency suggested that it's inservice training was adequate to meet the additional training needs of staff, and another suggested that staff were hired with sufficient training prior to employment. On the other hand one agency indicated this same upgrading goal as being the most critical of the three in meeting its needs. The importance of the college

Table 2

Importance to Child Care (Counselling) Centres of Overall Program Goals

| Goal | Rating: Pct. (Abs. Freq.) of Respondents | | | | | n=10 Mean |
|---|---|---|---|---|---|---|
| | Very Important 1. | Important 2. | Not Very Important 3. | Not At All Important 4. | Cannot Judge 5. | |
| 1. To prepare people as specialists in understanding and working with young people. | 90.0(9) | 10.0(1) | | | | 1.100 |
| 2. To provide realistic, practical training for people working with youth. | 80.0(8) | 20.0(2) | | | | 1.200 |
| 3. To provide existing staff within various institutions and agencies with the opportunity to upgrade themselves. | 50.0(5) | 30.0(3) | 20.0(2) | | | 1.700 |

being involved in upgrading was described by one agency as being more related to the status staff would receive than improved quality of care they would provide. The recent institution by Alberta Social Services and Community Health of a new Child Care Worker personnel series was cited also as contributing to the importance of the program's staff upgrading goal. The new series specifies a community college diploma with coursework related to child care counselling as the entry level educational requirement.

In considering the importance of the program's providing realistic, practical training, one agency commented on the importance of "self-sufficiency and life skills to be modelled and taught to adolescents". The importance of this goal was also underscored by one agency which saw the ability to demonstrate warmth and caring as critical to effective child care.

Understanding children from the perspective of their personal needs was seen as essential to effective child care work and related to the importance of the program goal to prepare people as specialists in understanding and working with young people. Related also to the importance of this goal was the comment which suggested that such a specialist is more able to discern "maladaptive from normal development".

Program advisors were invited to rate the three overall program goals as to their importance to the child care/youth counselling field in general. The results of the survey of advisors are summarized in table 3. All advisors regarded the goal of preparing people as specialists in understanding and working with young people

Table 3

Importance of Overall Program Goals to the Child Care/Youth Counselling Field, as Perceived by Advisors

| Goal | Rating: Pct. (Abs. Freq.) of Respondents | | | | n=5 Mean |
|---|---|---|---|---|---|
| | Very Important 1. | Important 2. | Not Very Important 3. | Not At All Important 4. | |
| 1. To prepare people as specialists in understanding and working with young people. | 60.0(3) | 40.0(2) | | | 1.400 |
| 2. To provide realistic, practical training for people working with youth. | 80.0(4) | 20.0(1) | | | 1.200 |
| 3. To provide existing staff within various institutions and agencies with the opportunity to upgrade themselves. | 40.0(2) | 20.0(1) | 40.0(2) | | 2.000 |

as important (two advisors: 40%) or very important (three advisors: 60%). Similarly all regarded the providing of realistic, practical training for people working with youth as important (one advisor: 20%) or very important (four advisors: 80%). The third goal of providing existing staff within various institutions and agencies with the opportunity to upgrade themselves was rated as very important by two advisors (40%), important by one (20%) and not very important by two (40%). Two advisors emphasized in further comments the importance of the practical application of concepts and the use of the self and the environment by workers in dealing concretely with young people. Field placement was regarded as key to the development of this practical orientation. One advisor who is involved with youth work in the community stated that youth work, while sharing a basic skill base with child care work (counselling) is sufficiently different from it to warrant training specific to it. The third overall program goal was regarded by one advisor as more important than the others given the number of untrained personnel in the field at this time. The question of availability of resources within institutions and agencies which would enable them to avail themselves of educational services from the college was raised by three advisors. It was suggested that perhaps the program goal of upgrading competence of existing staff was unrealistic given limited funds for course subsidization or released time for staff.

Faculty were also invited to rate the importance of the program's overall goals to the child care/youth counselling field. Results are summarized in table 4. All faculty saw the goal of preparing

Table 4

Importance of Overall Program Goals to the Child Care/Youth Counselling Field, as Perceived by Program Faculty

| Goal | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=5 Mean |
|---|---|---|---|---|---|
| | Very Important 1. | Important 2. | Not Very Important 3. | Not At All Important 4. | |
| 1. To prepare people as specialists in understanding and working with young people. | 80.0(4) | 20.0(1) | | | 1.200 |
| 2. To provide realistic, practical training for people working with youth. | 60.0(3) | 40.0(2) | | | 1.400 |
| 3. To provide existing staff within various institutions and agencies with the opportunity to upgrade themselves. | 40.0(2) | 20.0(1) | 20.0(1) | (20.0(1)<br>(cannot judge) | n=4<br>1.750 |

people as specialists in understanding and working with young people as important (one faculty member: 20%) or very important (four faculty members: 80%) to the child care/youth counselling field in general. Similarly, they all rated the goal of providing realistic, practical training for people working with youth as important (two faculty members: 40%) or very important (three faculty members: 60%). The third goal related to upgrading the competency of existing staff was seen as very important by two faculty members (40%), important by one (20%), not very important by one (20%) with one (20%) unable to judge. Field placement was again regarded as important to providing realistic and practical training, with personal development regarded as fundamental to development of effective counselling skills. Agency resources were again cited as inhibiting the potential involvement of the program in upgrading existing staff.

SUMMARY - There is a high degree of consistency among child care (counselling) centres, program advisors and faculty with regard to the importance of overall program goals, with all respondents regarding the preparation of people as specialists in understanding and working with young people and the provision of realistic, practical training for people working with youth as either very important or important. The third goal of providing existing staff within various institutions and agencies with the opportunity to upgrade themselves was rated important or very important by fewer respondents in all three groups than were the first and second goals, though a majority in all groups regarded it as important or very important.

### 3. Relevance of Final Program Objectives to the Child Care/ Youth Counselling Function, as Perceived by Child Care (Counselling) Centres and by Graduates Presently or Previously Employed in the Field.

Both child care (counselling) centres and graduates presently or previously employed in the child care/youth counselling field were asked to rate the program's final objectives in information, skill and attitude areas as to their importance to and frequency of use in the effective performance of the child care/youth counselling function.

Child care (counselling) centres were asked to rate the importance and frequency of use of objectives relative to the first or beginning level of child care/youth counselling in their centres.

Graduates were asked to rate objectives relative to the child care/youth counselling function with which they were most familiar.

These groups were asked to rate importance as: 1. Necessary, can't do without, 2. Important, should have, 3. Useful, nice to have, 4. Not necessary. Frequency of use was to be rated as: 1. Very often, daily, 2. Often, weekly, 3. Occasionally, monthly, 4. Seldom, less often than monthly and 5. Never. These scales are described in more detail in Chapter 3. Ratings are reported in terms of the percentage and absolute frequency of respondents within rating categories for each objective, the mean rating for each objective and its rank among others in that area.

All final objectives, with their defining major topics, are described in Chapter 1.

### a. Importance of Final Information Objectives to the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres.

The fourteen final information objectives were rated as to importance by eleven child care (counselling) centres. Results are displayed in Table 5.

The mean ratings of importance of program information objectives show all objectives falling between 1. Necessary, can't do without and 3. Useful, nice to have. Eleven of fourteen have means ranging between 1. Necessary, can't do without and 2. Important, should have, the remaining three between 2. Important, should have and 3. Useful, nice to have. The highest mean importance is indicated for objectives 7. Dynamics of interpersonal relations and communication and 9. Characteristics and role of one-to-one helping skills (means:1.000). In descending order of mean importance are objectives 8. Dynamics of people in small groups and 11. Principles of treatment in the milieu or life-space (means: 1.273), 6. Counselling theory and 2. Principles of human behaviour (means: 1.364), 10. Dynamics of counselling in a group context (mean: 1.455), 1. Child and youth development and 13. Principles of recreational programming (means: 1.545), 14. Principles of health maintenance (mean: 1.636), 4. Written, verbal and non-verbal communication (mean: 1.727). The three objectives indicated by their mean ratings as least important are: 12. Family dynamics (mean: 2.182), 5. The phenomenon of juvenile delinquency (mean: 2.455) and 3. Development of nature of human society (mean: 2.545). In all but the last three cases, at least ninety percent of centres responding judged the objectives to be necessary or important, as defined. Objective

Table 5

Importance of Final Information Objectives to the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | N=11 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| Basic Understanding of: | | | | | | |
| 1. Child and youth development | 54.5 (6) | 36.4 (4) | 9.1 (1) | | 1.545 | 8.5 |
| 2. Principles of human behaviour | 72.7 (8) | 18.2 (2) | 9.1 (1) | | 1.364 | 5.5 |
| 3. Development and nature of human society | 9.1 (1) | 27.3 (3) | 63.6 (7) | | 2.545 | 14 |
| 4. Written, verbal and non-verbal communication | 45.5 (5) | 45.5 (5) | | 9.1 (1) | 1.727 | 11 |
| 5. The phenomenon of juvenile delinquency | 9.1 (1) | 36.4 (4) | 54.5 (6) | | 2.455 | 13 |
| 6. Counselling theory | 63.6 (7) | 36.4 (4) | | | 1.364 | 5.5 |
| 7. Dynamics of interpersonal relations and communications | 100.0 (11) | | | | 1.000 | 1.5 |
| 8. Dynamics of people in small groups | 72.7 (8) | 27.3 (3) | | | 1.273 | 3.5 |
| 9. Characteristics and role of one-to-one helping skills | 100.0 (11) | | | | 1.000 | 1.5 |
| 10. Dynamics of counselling in a group context | 63.6 (7) | 27.3 (3) | 9.1 (1) | | 1.455 | 7. |

Table 5 continued

Importance of Final Information Objectives to the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | N=11 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| Basic Understanding of: | | | | | | |
| 11. Principles of treatment in the milieu or life-space | 81.8 (9) | 9.1 (1) | 9.1 (1) | | 1.273 | 3.5 |
| 12. Family dynamics | 9.1 (1) | 63.6 (7) | 27.3 (3) | | 2.182 | 12 |
| 13. Principles of recreational programming | 54.5 (6) | 36.4 (4) | 9.1 (1) | | 1.545 | 8.5 |
| 14. Principles of health maintenance | 45.5 (5) | 45.5 (5) | 9.1 (1) | | 1.636 | 10 |

12. Family dynamics was judged by eight centres (72.7%) to be necessary or important while only five (45.5%) judged objective 5. The phenomenon of juvenile delinquency and four (36.4%) judged objective 3. Development and nature of human society as necessary or important. These latter two objectives were perceived to be useful, nice to have by 54.5% and 63.6% of respondents, respectively.

In sum, a majority of child care (counselling) centres perceived most (twelve of fourteen) final program information objectives as important or necessary to the effective performance of the first or beginning level child care/youth counselling function as practiced in their centres. Objectives 5. The phenomenon of juvenile delinquency and 3. Development and nature of human society were perceived to be useful, nice to have by a majority of respondents.

### b. Frequency of Use of Final Information Objectives in Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres.

The fourteen information objectives were also rated for frequency of use in the beginning level child care/youth counselling function by the eleven responding centres. Results are displayed in Table 6.

Considering mean frequencies of use all information objectives are indicated to be used by the first level child care/youth counsellor at least somewhat more frequently than 3. Occasionally, monthly. Eleven of fourteen objectives have means indicating frequency of use ranging between 1. Very often, daily and 2. Often, weekly, the remaining three between 2. Often, weekly and 3. Occasionally, monthly.

Table 6

Frequency of Use of Final Information Objectives in
the Beginning Level Child Care/Youth Counselling
Function as Perceived by Child Care (Counselling) Centres

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=11 Mean | Rank |
|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasion-ally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | | |
| Basic understanding of: | | | | | | | |
| 1. Child and youth development | 54.5 (6) | 36.4 (4) | 9.1 (1) | | | 1.545 | 9 |
| 2. Principles of human behaviour | 81.8 (9) | 9.1 (1) | 9.1 (1) | | | 1.273 | 4.5 |
| 3. Development and nature of human society | 9.1 (1) | 36.4 (4) | 36.4 (4) | 18.2 (2) | | 2.636 | 13 |
| 4. Written, verbal and non-verbal communication | 54.5(6) | 27.3 (3) | 9.1 (1) | 9.1 (1) | | 1.818 | 11 |
| 5. The phenomenon of juvenile deliquency | | 54.5 (6) | 18.2 (2) | 18.2 (2) | 9.1 (1) | 2.818 | 14 |
| 6. Counselling theory | 72.7 (8) | 27.3 (3) | | | | 1.273 | 4.5 |
| 7. Dynamics of interpersonal relations and communication | 100.0 (11) | | | | | 1.000 | 1.5 |
| 8. Dynamics of people in small groups | 81.8 (9) | 18.2 (2) | | | | 1.182 | 3 |
| 9. Characteristics and role of one-to-one helping skills | 100.0 (11) | | | | | 1.000 | 1.5 |
| 10. Dynamics of counselling in a group context | 54.5 (6) | 36.4 (4) | 9.1 (1) | | | 1.545 | 9 |

Table 6 continued

Frequency of Use of Final Information Objectives in
the Beginning Level Child Care/Youth Counselling
Function as Perceived by Child Care (Counselling) Centres

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=11 Mean | Rank |
|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasion-ally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | | |
| Basic understanding of: | | | | | | | |
| 11. Principles of treatment in the milieu or life-space | 81.8 (9) | 9.1 (1) | 9.1 (1) | | | 1.455 | 6.5 |
| 12. Family dynamics | | 54.5 (6) | 45.5 (5) | | | 2.455 | 12 |
| 13. Principles of recreational programming | 54.5 (6) | 36.4 (4) | 9.1 (1) | | | 1.545 | 9 |
| 14. Principles of health maintenance | 72.7 (8) | 9.1 (1) | 18.2 (2) | | | 1.455 | 6.5 |

The objectives with the highest mean frequency of use are 7. Dynamics of interpersonal relations and communication and 9. Characteristics and role of one-to-one helping skills, which all agencies agreed would be used very often, daily (mean: 1.000). The remaining information objectives, in decreasing order of mean frequencies of use are: 8. Dynamics of people in small groups (mean: 1.182), 2. Principles of human behaviour and 6. Counselling theory (mean: 1.273), 11. Principles of treatment in the milieu or life-space and 14. Principles of health maintenance (mean: 1.455), 1. Child and youth development, 10. Dynamics of counselling in a group context, and 13. Principles of recreational programming (mean: 1.545), 4. Written, verbal and non-verbal communication (mean: 1.818). The lowest mean frequencies of use were indicated for objectives 12. Family dynamics (mean: 2.455) 3. Development and nature of human society (mean: 2.636) and 5. The phenomenon of juvenile delinquency (mean: 2.818).

All objectives but the three ranked lowest were judged to be used often, weekly or very often, daily by over 80% of responding centres in the performance of the child care/youth counselling function within their centres. Both objectives 12. Family dynamics and 5. The phenomenon of juvenile delinquency were judged by six centres (54.5%) as being used often, weekly. Objective 3. Development and nature of human society is judged by five centres (44.5%) to be used very often, daily or often, weekly.

In sum, a majority of child care (counselling) centres judged most (thirteen of fourteen) final program information objectives to be used in the performance of the first level child care/youth counselling function very often, daily or often, weekly. A majority of centres perceived objective 3. Development and nature of human society as used occasionally or seldom.

Considering both degree of importance and frequency of use, most final program objectives in the information area may be considered highly relevant to the first level child care/youth counselling function as practiced in centres responding to the questionnaire. A basic understanding of family dynamics appears to be moderately relevant, a basic understanding of the phenomenon of juvenile delinquency and the development and nature of human society less relevant.

### c. Importance of Final Information Objectives to the Child Care/Youth Counselling Function, as Perceived by Graduates Presently or Previously Employed in the Field.

The fourteen information objectives were rated by thirty-one graduates who had been or were at present employed in the child care/youth counselling field, in terms of the function with which they were most familiar. Results are displayed in Table 7.

The mean ratings of importance for all objectives except one range between 1. Necessary, can't do without and 2. Important, should have. The remaining objective has a mean between 2. Important, should have and 3. Useful, nive to have. The information objective with the highest mean importance is 9. Characteristics and role of one-to-one helping skills (mean: 1.000), and is followed by 7. Dynamics of interpersonal relations and communications with a mean of 1.097 and then by 6. Counselling theory (mean: 1.226). The remaining objectives in decreas-

Table 7

Importance of Final Information Objectives to the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=31 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| Basic Understanding of: | | | | | | |
| 1. Child and youth development | 45.2 (14) | 45.2 (14) | 9.7 (3) | | 1.645 | 10.5 |
| 2. Principles of human behaviour | 58.1 (18) | 38.7 (12) | 3.2 (1) | | 1.452 | 4.5 |
| 3. Development and nature of human society | 29.0 (9) | 29.0 (9) | 41.9 (13) | | 2.129 | 14 |
| 4. Written, verbal and non-verbal communication | 54.8 (17) | 35.5 (11) | 9.7 (3) | | 1.548 | 6.5 |
| 5. The phenomenon of juvenile delinquency | 45.2 (14) | 48.4 (15) | 6.5 (2) | | 1.613 | 9 |
| 6. Counselling theory | 80.6 (25) | 16.1 (5) | 3.2 (1) | | 1.226 | 3 |
| 7. Dynamics of interpersonal relations and communications | 90.3 (28) | 9.7 (3) | | | 1.097 | 2 |
| 8. Dynamics of people in small groups | 58.1 (18) | 29.0 (9) | 12.9 (4) | | 1.548 | 6.5 |
| 9. Characteristics and role of one-to-one helping skills | 100.0 (31) | | | | 1.000 | 1 |
| 10. Dynamics of counselling in a group context | 51.6 (16) | 32.3 (10) | 16.1 (5) | | 1.645 | 10.5 |

Table 7 continued

Importance of Final Information Objectives to the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=31 *Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| Basic Understanding of: | | | | | | |
| 11. Principles of treatment in the milieu or life-space | 58.1 (18) | 29.0 (9) | 9.7 (3) | 3.2 (1) | 1.581 | 8 |
| 12. Family dynamics | 64.5 (20) | 25.8 (8) | 9.7 (3) | | 1.452 | 4.5 |
| 13. Principles of recreational programming | 41.9 (13) | 35.5 (11) | 19.4 (6) | 3.2 (1) | 1.839 | 13 |
| 14. Principles of health maintenance | 51.6 (16) | 25.8 (8) | 16.1 (5) | 3.2 (1)<br>No resp.<br>3.2 (1) | 1.700 | 12 |

*Mean is calculated on responses in categories 1 through 4 only.

ing mean importance are: 2. Principles of human behaviour and 12. Family dynamics (means: 1.452), 4. Written, verbal and non-verbal communication and 8. Dynamics of people in small groups (means: 1.548), 11. Principles of treatment in the milieu or life-space (mean: 1.581), 5. The phenomenon of juvenile delinquency (mean: 1.613), 1. Child and youth development and 10. Dynamics of counselling in a group context (means: 1.645), 14. Principles of health maintenance (mean: 1.839). The objective with the lowest mean importance is that of 3. Development and nature of human society (mean: 2.129).

All objectives but the lowest ranked were rated as necessary or important by at least twenty-four of thirty-one (75%) of graduates responding. The lowest ranked objective, 3. Development and nature of human society was still regarded by eighteen graduates (58%) as being necessary or important.

In sum, a majority of graduates presently or previously employed in a child care/youth counselling function perceive as being necessary or important to performing that function, all fourteen final program objectives in the information area.

Comparing the responses of this group with the child care (counselling) centre group, there is agreement on the lowest ranked of the fourteen objectives, that of 3. Development and nature of human society. Where a basic understanding of the phenomenon of juvenile delinquency ranks thirteenth in importance in the centres' assessment, it ranks ninth on that of the graduates. Similarly the thirteenth ranked objective in the graduates' assessment is a basic understainding of principles of recreational programming which ranks 8.5 on the centres' assessment. Nonetheless, a majority of both agencies and graduates regard at least thirteen of the fourteen information objectives as being either necessary or important, the exception being objective 3 the development and nature of human society.

### d. Frequency of Use of Final Information Objectives in the Child Care/Youth Counselling Function, as Perceived by Graduates Presently or Previously Employed in the Field.

The thirty-one graduates rated final information objectives as to their frequency of use in the child care/youth counselling function with which they were most familiar. Results are displayed in Table 8.

Mean frequency of use for all objectives fall between 1. Very often, daily and 3. Occasionally, monthly. Nine of the fourteen objectives have mean ratings between 1. Very often, daily and 2. Often, weekly, the remaining five between 2. Often, weekly and 3. Occasionally, monthly. The information objective with the highest mean frequency of use is 7. Dynamics of interpersonal relations and communication (mean: 1.161) followed by objective 9. Characteristics and role of one-to-one helping skills (mean: 1.194) and 2. Principles of human behaviour (mean: 1.355). The remaining objectives in decreasing rank according to mean frequency of use are: 6. Counselling theory (mean: 1.452), 14. Principles of health maintenance (mean: 1.567), 4. Written, verbal and non-verbal communication (mean: 1.613), 1. Child and youth development (mean:1.806), 8. Dynamics of people in small groups (mean: 1.839), 11. Principles of treatment in the milieu or life-space (mean: 1.903), 13. Principles of recreational programming (mean: 2.065), 10. Dynamics of counselling

Table 8

Frequency of Use of Final Information Objectives in the
Child Care/Youth Counselling Function, as Judged by
Graduates Presently or Previously Employed in the Field

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | | n=31 Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasion-ally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | No Response 6. | | |
| Basic Understanding of: | | | | | | | | |
| 1. Child and youth development | 45.2 (14) | 32.3 (10) | 19.4 (6) | 3.2 (1) | | | 1.806 | 7 |
| 2. Principles of human behaviour | 71.0 (22) | 22.6 (7) | 6.5 (2) | | | | 1.355 | 3 |
| 3. Development and nature of human society | 16.1 (5) | 32.3 (10) | 25.8 (8) | 25.8 (8) | | | 2.613 | 14 |
| 4. Written, verbal and non-verbal communication | 58.1 (18) | 22.6 (7) | 19.4 (6) | | | | 1.613 | 6 |
| 5. The phenomenon of juvenile deliquency | 16.1 (5) | 45.2 (14) | 29.0 (9) | 9.7 (3) | | | 2.323 | 12 |
| 6. Counselling Theory | 71.0 (22) | 19.4 (6) | 3.2 (1) | 6.5 (2) | | | 1.452 | 4 |
| 7. Dynamics of interpersonal relations and communication | 87.1 (27) | 9.7 (3) | 3.2 (1) | | | | 1.161 | 1 |
| 8. Dynamics of people in small groups | 41.9 (13) | 38.7 (12) | 12.9 (4) | 6.5 (2) | | | 1.839 | 8 |

Table 8 continued

Frequency of Use of Final Information Objectives in the Child Care/Youth Counselling Function, as Judged by Graduates Presently or Previously Employed in the Field

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | | n=31 *Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasionally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | No Response 6. | | |
| Basic understanding of: | | | | | | | | |
| 9. Characteristics and role of one-to-one helping skills | 83.9 (26) | 12.9 (4) | 3.2 (1) | | | | 1.194 | 2 |
| 10. Dynamics of counselling in a group context | 29.0 (9) | 38.7 (12) | 16.1 (5) | 9.7 (3) | 6.5 (2) | | 2.194 | 11 |
| 11. Principles of treatment in the milieu or life-space | 41.9 (13) | 35.5 (11) | 12.9 (4) | 9.7 (3) | | | 1.903 | 9 |
| 12. Family dynamics | 25.8 (8) | 35.5 (11) | 12.9 (4) | 16.1 (5) | 9.7 (3) | | 2.484 | 13 |
| 13. Principles of recreational programming | 35.5 (11) | 38.7 (12) | 12.9 (4) | 9.7 (3) | 3.2 (1) | | 2.065 | 10 |
| 14. Principles of health maintenance | 61.3 (19) | 19.4 (6) | 12.9 (4) | 3.2 (1) | | 3.2 (1) | 1.567 | 5 |

*Mean is calculated on responses in categories 1 through 5 only.

in a group context (mean: 2.194), 5. The phenomenon of juvenile delinquency (mean: 2.323), 12. Family dynamics (mean: 2.484) and lastly, 14. Development and nature of human society (mean: 2.613).

All objectives but the lowest ranked were rated by at least nineteen of the thirty-one graduates responding (61%) as being used in the child care/youth counselling function they performed either very often, daily or often, weekly. The nine highest ranked objectives were rated by at least twenty-four of thirty-one (77%) as being used either very often, daily or often, weekly. Only fifteen of thirty-one respondents (48.4%) regarded a basic understanding of the development and nature of society as information used very often, daily or often, weekly.

In sum, all but one of the final program objectives in the information area are perceived by a majority of graduates responding as being used very often, daily or often, weekly in their performance of the child care/youth counselling function, the one exception being objective 3. Development and nature of human society.

Considering both degree of importance and frequency of use it appears that a majority of graduates regard as highly or moderately relevant to the child care/youth counselling function all final program information objectives, with the possible exception of 13. Development and nature of human society which was rated as necessary or important information by eighteen respondents (58%) but was rated as being used very often or often by only fifteen respondents (48.4%).

Comparing the assessments by graduates and centres, it appears that a majority of respondents in both groups regard all final information objectives but one(3. Development and nature of human society) as being used very often or often in the performance of the child care/youth counselling function. The smallest majorities of respondents in both groups with regard to ratings of very often or often are seen for objectives 5. The phenomenon of juvenile delinquency and 12. Family Dynamics (centres: 54.5%, graduates: 61.3%).

SUMMARY - It would appear from the results that a majority of centres and graduates responding regard most information objectives outlined as highly or moderately relevant to the child care/youth counselling function which they were considering. Of questionable relevance is objective 3. Development and nature of human society. Objective 5. The phenomenon of juvenile delinquency appears to be regarded as moderately relevant by graduates but less so by centres.

### e. Importance of Final Skill Objectives to the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres.

The sixteen final skill objectives were rated as to importance in the beginning level child care/youth counselling function as performed in their centres, by the eleven centres. Results are displayed in Table 9.

In examining the mean ratings of importance for skill objectives all objectives are seen to have a mean importance between 1. Necessary, can't do without and 3. Useful nice to have. Fourteen of sixteen objectives have means ranging between 1. Necessary, can't do without and 2. Important, should have, the remaining two between 2. Important, should have and

Table 9

Importance of Final Skill Objectives to the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres

| Skill Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=11 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| Effectiveness in: | | | | | | |
| 1. Building helping relationships | 90.9 (10) | 9.1 (1) | | | 1.091 | 3 |
| 2. Providing emotional support | 90.9 (10) | 9.1 (1) | | | 1.091 | 3 |
| 3. Structuring the environment hygienically | 90.9 (10) | 9.1 (1) | | | 1.091 | 3 |
| 4. Planning counselling interventions | 90.9 (10) | 9.1 (1) | | | 1.091 | 3 |
| 5. Assisting in problem resolution | 72.7 (8) | 27.3 (3) | | | 1.273 | 8 |
| 6. Teaching everyday living skills | 81.8 (9) | 18.2 (2) | | | 1.182 | 6 |
| 7. Using recreational activities | 63.6 (7) | 27.3 (3) | 9.1 (1) | | 1.455 | 11 |
| 8. Applying behaviour modification principles | 54.5 (6) | 36.4 (4) | 9.1 (1) | | 1.636 | 12 |
| 9. Containing and de-escalating critical incidents | 81.8 (9) | 9.1 (1) | 9.1 (1) | | 1.273 | 8 |
| 10. Integrating crises into ongoing treatment | 90.9 (10) | 9.1 (1) | | | 1.091 | 3 |
| 11. Providing emergency first aid | 27.3 (3) | 45.5 (5) | 27.3 (3) | | 2.000 | 15 |

Table 9
continued

Importance of Final Skill Objectives to the
Beginning Level Child Care/Youth Counselling Function,
as Perceived by Child Care (Counselling) Centres

| Skill Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=11 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| Effectiveness in: | | | | | | |
| 12. Planning nutritionally balanced meals | 27.3 (3) | 18.2 (2) | 36.4 (4) | 18.2 (2) | 2.455 | 16 |
| 13. Providing personal hygiene instruction | 36.4 (4) | 36.4 (4) | 27.3 (3) | | 1.909 | 14 |
| 14. Controlling the physical environment in order to prevent accidents or illness | 36.4 (4) | 27.3 (3) | 27.3 (3) | No resp.<br>9.1(1) | n=10<br>1.900 | 14 |
| 15. Balancing personal life | 63.6 (7) | 36.4 (4) | | | 1.364 | 10 |
| 16. Establishing and maintaining a supportive peer group within work setting | 72.7 (8) | 27.3 (3) | | | 1.273 | 8 |

3. Useful, nice to have. Five skill objectives have the highest mean importance with mean 1.091. They are: 1. Building helping relationships, 2. Providing emotional support, 3. Structuring the environment hygienically, 4. Planning counselling interventions and 10. Integrating crises into ongoing treatment. In order of decreasing mean importance are objectives: 6. Teaching everyday living skills (mean: 1.182), 5. Assisting in problem resolution, 9. Containing and de-escalating critical incidents and 16. Establishing and maintaining a supportive peer group within the work setting (means: 1.273), 15. Balancing personal life (mean: 1.364), 7. Using recreational activities (mean: 1.455), 8. Applying behaviour modification principles (mean: 1.636), 14. Controlling the physical environment in order to prevent accidents or illness (mean: 1.900), and 13. Providing personal hygiene instruction (mean: 1.909). The least important objectives according to mean ratings are: 11. Providing emergency first aid (mean: 2.000) and 12. Planning nutritionally balanced meals (mean: 2.455).

Nine of the sixteen objectives were rated by all centres (100%) as being necessary or important, three more were rated by ten of eleven centres (90.9%) as being necessary or important. These twelve objectives are those shown on Table 9 as the twelve highest ranked. Of the remaining four objectives, two (13. Providing personal hygiene instruction and 11. Providing emergency first aid) were rated by eight of eleven agencies (72.8%) as necessary or important. Objective 14. Controlling the physical environment in order to prevent accidents or illness was rated by seven of ten centres (70%) responding as necessary or important. The lowest ranked objective in terms of mean importance (12. Planning nutritionally balanced meals) was rated by only five of eleven centres

(45.5%) as being necessary or important.

In sum, a majority of child care (counselling) centres judged fifteen of sixteen final program objectives in the skill area as important or necessary to the effective performance of the first or beginning level child care/youth counselling function as practiced in their centres. The objective not so judged was 12. Planning nutritionally balanced meals.

### f. Frequency of Use of Final Skill Objectives in the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres.

The sixteen skill objectives were also rated by the eleven centres as to their frequency of use in the beginning level child care/youth counselling function as practiced in their centres. Results are shown in Table 10.

Thirteen of sixteen skill objectives have mean frequencies of use between 1. Very often, daily and 2. Often, weekly. Two objectives have means between 2. Often, weekly and 3. Occasionally, monthly. The first aid objective, with a mean rating of 3.273, shows the lowest mean frequency of use. The objectives with the highest mean frequencies of use are both 1. Building helping relationships and 2. Providing emotional support with means of 1.000. Skill objective 3. Structuring the environment hygienically ranked next with a mean of 1.091. The remaining objectives are listed in decreasing order of mean frequencies of use: 6. Teaching everyday living skills (mean: 1.182), 5. Assisting in problem resolution (mean: 1.273),4. Planning counselling interventions and 16.

Table 10

Frequency of Use of Final Skill Objectives
in the Beginning Level Child Care/Youth Counselling
Function as Perceived by Child Care (Counselling) Centres

| Skill Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=11 Mean | Rank |
|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasion-ally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | | |
| Effectiveness in: | | | | | | | |
| 1. Building helping relationships | 100.0 (11) | | | | | 1.000 | 1.5 |
| 2. Providing emotional support | 100.0 (11) | | | | | 1.000 | 1.5 |
| 3. Structuring the environment hygienically | 90.9 (10) | 9.1 (1) | | | | 1.091 | 3 |
| 4. Planning counselling interventions | 81.8 (9) | 18.2 (2) | | | | 1.364 | 6.5 |
| 5. Assisting in problem resolution | 72.7 (8) | 27.3 (3) | | | | 1.273 | 5 |
| 6. Teaching everyday living skills | 81.8 (9) | 18.2 (2) | | | | 1.182 | 4 |
| 7. Using recreational activities | 63.6 (7) | 27.3 (3) | 9.1 (1) | | | 1.455 | 8 |
| 8. Applying behaviour modification principles | 63.6 (7) | 18.2 (2) | 9.1 (1) | | | 1.636 | 10.5 |
| 9. Containing and de-escalating critical incidents | 36.4 (4) | 45.5 (5) | 18.2 (2) | | | 1.818 | 13 |
| 10. Integrating crises into ongoing treatment | 45.5 (5) | 45.5 (5) | 9.1 (1) | | | 1.636 | 10.5 |

Table 10
**continued**

Frequency of Use of Final Skill Objectives
in the Beginning Level Child Care/Youth Counselling
Function as Perceived by Child Care (Counselling) Centres

| Skill Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=11<br>Mean | Rank |
|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasion-ally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | | |
| Effectiveness in: | | | | | | | |
| 11. Providing emergency first aid | | 9.1 (1) | 54.5 (6) | 36.4 (4) | | 3.273 | 16 |
| 12. Planning nutritionally balanced meals | 27.3 (3) | 18.2 (2) | 27.3 (3) | 18.2 (2) | 9.1 (1) | 2.636 | 15 |
| 13. Providing personal hygiene instruction | 54.5 (6) | 18.2 (2) | 27.3 (3) | | | 1.727 | 12 |
| 14. Controlling the physical environment in order to prevent accidents or illness | 36.4 (4) | 18.2 (2) | 27.3 (3) | 9.1 (1) | No.Resp.<br>9.1 (1) | n=10<br>2.100 | 14 |
| 15. Balancing personal life | 45.5 (5) | 45.5 (5) | | | No.Resp.<br>9.1 (1) | n=10<br>1.500 | 9 |
| 16. Establishing and maintaining a supportive peer group within work setting | 72.7 (8) | 18.2 (2) | 9.1 (1) | | | 1.364 | 6.5 |

Establishing and maintaining a supportive peer group within work setting (means: 1.364), 7. Using recreational activities (mean: 1.455), 15. Balancing personal life (mean: 1.500), 8. Applying behaviour modification principles and 10. Integrating crises into ongoing treatment (means: 1.636), 13. Providing personal hygiene instruction (mean: 1.727), 9. Containing and de-escalating critical incidents (mean: 1.818), 14. Controlling the physical environment in order to prevent accidents or illness (mean: 2.100), 12. Planning nutritionally balanced meals (mean: 2.636) and last, 11. Providing emergency first aid (mean: 3.273).

The six highest ranked objectives were rated by all centres as being used very often, daily or often, weekly. The next six objectives in rank were rated by ten of eleven centres (90.9%) as being used very often, daily or often, weekly. The thirteenth ranked objective (9. Containing and de-escalating critical incidents) was regarded by nine centres (81.9%) as being used very often or often, the fourteenth (14. Controlling the physical environment in order to prevent accidents or illness) by six (54.6%) as such. Both the fifteenth and sixteenth ranked were regarded by less than half the centres as being used very often or often (12. Planning nutritionally balanced meals, 45.5%, and 11. Providing emergency first aid, 9.1%).

In sum, a majority of child care (counselling) centres rated fourteen of sixteen skill objectives as being used very often, daily or often, weekly by persons performing the first level child care/youth counselling function. Less than half of centres responding rated 12. Planning nutritionally balanced meals or 11. Providing emergency first aid, as such.

Considering both ratings of importance and frequency of use it appears that a majority of agencies find all but objective 12. Planning nutritionally balanced meals to be highly or at least moderately relevant to the first level child care/youth counselling function as performed in their agencies. Expectedly, objective 11. Providing emergency first aid is regarded as important or necessary by most (72.8%) centres but not as used very often, daily or often, weekly (90.9% indicated a frequency of use either occasionally, monthly or seldom, less often than monthly).

### g. Importance of Final Skill Objectives to the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field.

Graduates of the program who were presently or previously employed in a child care/youth counselling capacity rated the importance of the sixteen skill objectives in terms of the function with which they were most familiar.

In examining Table 11, it may be seen that all skill objectives, have mean ratings of importance between 1. Necessary, can't do without and 3. Useful, nice to have. Fifteen means range between 1. Necessary, can't do without and 2. Important, should have with only one between 2. Important, should have and 3. Useful, nice to have. Of the highest mean importance is objective 2. Providing emotional support (mean: 1.129) followed by 1. Building helping relationships and 5. Assisting in problem resolution (means: 1.161). The remaining skill objectives, in descending order of mean importance, are: 9. Containing and de-escalating critical incidents (mean: 1.226), 4. Planning counselling

Table 11

Importance of Final Skill Objectives to the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field

| Skill Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=31 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| Effectiveness in: | | | | | | |
| 1. Building helping relationships | 83.9 (26) | 16.1 (5) | | | 1.161 | 2.5 |
| 2. Providing emotional support | 87.1 (27) | 12.9 (4) | | | 1.129 | 1 |
| 3. Structuring the environment hygienically | 77.4 (24) | 16.1 (5) | 3.2 (1) | No resp.<br>3.2 (1) | n=30<br>1.267 | 7 |
| 4. Planning counselling interventions | 74.2 (23) | 25.8 (8) | | | 1.258 | 5.5 |
| 5. Assisting in problem resolution | 83.9 (26) | 16.1 (5) | | | 1.161 | 2.5 |
| 6. Teaching everyday living skills | 71.0 (22) | 29.0 (9) | | | 1.290 | 8 |
| 7. Using recreational activities | 41.9 (13) | 41.9 (13) | 12.9 (4) | No resp.<br>3.2 (1) | n=30<br>1.833 | 14 |
| 8. Applying behaviour modification principles | 64.5 (20) | 25.8 (8) | 9.7 (3) | | 1.452 | 10 |
| 9. Containing and de-escalating critical incidents | 83.9 (26) | 9.7 (3) | 6.5 (2) | | 1.226 | 4 |
| 10. Integrating crises into ongoing treatment | 77.4 (24) | 19.4 (6) | 3.2 (1) | | 1.258 | 5.5 |

Table **11**

**continued** Importance of Final Skill Objectives to the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field

| Skill Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=31 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| Effectiveness in: | | | | | | |
| 11. Providing emergency first aid | 29.0 (9) | 45.2 (14) | 22.6 (7) | No resp.<br>3.2 (1) | n=30<br>1.933 | 15 |
| 12. Planning nutritionally balanced meals | 22.6 (7) | 35.5 (11) | 29.0 (9) | 9.7 (3)<br>No resp.<br>3.2 (1) | n=30<br>2.267 | 16 |
| 13. Providing personal hygiene instruction | 45.2 (14) | 38.7 (12) | 6.5 (2) | No resp.<br>9.7 (3) | n=28<br>1.571 | 12 |
| 14. Controlling the physical environment in order to prevent accidents or illness | 48.4 (15) | 25.8 (8) | 19.4 (6) | 3.2 (1)<br>No resp.<br>3.2 (1) | n=30<br>1.767 | 13 |
| 15. Balancing personal life | 58.1 (18) | 32.3 (10) | 6.5 (2) | No resp.<br>3.2 (1) | n=30<br>1.467 | 11 |
| 16. Establishing and maintaining a supportive peer group within work setting | 64.5 (20) | 29.0 (9) | | 3.2 (1)<br>No resp.<br>3.2 (1) | n=30<br>1.400 | 9 |

interventions and 10. Integrating crises into ongoing treatment (means: 1.258), 3. Structuring the environment hygienically (mean: 1.267), 6. Teaching everyday living skills (mean: 1.290), 16. Establishing and maintaining a supportive peer group within work setting (mean: 1.400), 8. Applying behaviour modification principles (mean: 1.452), 15. Balancing personal life (mean: 1.467), 13. Providing personal hygiene instruction (mean: 1.571), 14. Controlling the physical encironment in order to prevent accidents or illness (mean: 1.767), 7. Using recreational activities (mean: 1.833, 11. Providing emergency first aid (mean: 1.933). The least mean importance rating was given to 12. Planning nutritionally balanced meals (mean: 2.267).

Each of the eleven highest ranked objectives were rated by at least twenty-eight of thirty-one respondents (90.3%) as being necessary or important to the child care/youth counselling function with which they were most familiar. Each of the remaining objectives were rated by a majority of graduates as being necessary or important (13. Providing personal hygiene instruction, 83.9%, 14. Controlling the physical environment in order to prevent accidents or illness, 74.2%, 7. Using recreational activities, 83.8%, 11. Providing emergency first aid, 74.2%, and 12. Planning nutritionally balanced meals, 58.1%).

In sum, all final program objectives in the skill area were rated by a majority of graduates presently or previously employed in the field as necessary or important to the function with which they were most familiar.

Comparing these results with those of the child care (counselling) centres there appears to be a consistent judgement between both groups, in that, with the exception of objective 12. Planning nutritionally balanced meals, all final skill objectives are regarded by a majority of respondents to be necessary or important to the child care/youth counselling function as they understand it. The objective which is the exception, though rated by a majority of graduates as necessary or important, remains the least impoqtant for both groups.

### h. Frequency of Use of Final Skill Objectives in the Child Care/Youth Counselling Function, as Perceived by Graduates Presently or Previously Employed in the Field.

The sixteen skill objectives were rated as to frequency of use in the child care/youth counselling function with which they were most familiar, by thirty-one graduates presently or previously employed in the field. Results are displayed in Table 12.

Mean frequency of use ratings for all program skill objectives fall between 1. Very often, daily and 4. Seldom, less often than monthly. Thirteen of sixteen range between 1. Very often, daily and 2. Often, weekly, with one of the remaining objectives falling between 2. Often, weekly and 3. Occasionally, monthly and the last two objectives between 3. Occasionally, monthly and 4. Seldom, less often than monthly. The highest mean frequency of use is shared by objectives 1. Building helping relationships and 6. Teaching everyday living skills with means of 1.097. Next ranked is objective 2. Providing emotional support (mean: 1.129). The remaining skill objectives in decreasing rank given mean frequency of use are: 3. Structuring the environment hygienically (mean: 1.207), 5. Assisting in problem resolution (mean: 1.419), 4. Planning counselling interventions (mean: 1.452), 8. Applying behaviour modifi-

Table 12

Frequency of Final Skill Objectives to the
Child Care/Youth Counselling Function as Perceived by
Graduates Presently or Previously Employed in the Field

| Skill Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | | n=31 | |
|---|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasionally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | No Response 6. | *Mean | Rank |
| Effectiveness in: | | | | | | | | |
| 1. Building helping relationships | 90.3 (28) | 9.7 (3) | | | | | 1.097 | 1.5 |
| 2. Providing emotional support | 90.3 (28) | 6.5 (2) | 3.2 (1) | | | | 1.129 | 3 |
| 3. Structuring the environment hygienically | 77.4 (24) | 12.9 (4) | 3.2 (1) | | | 6.5 (2) | 1.207 | 4 |
| 4. Planning counselling interventions | 67.7 (21) | 22.6 (7) | 6.5 (2) | 3.2 (1) | | | 1.452 | 6 |
| 5. Assisting in problem resolution | 67.7 (21) | 25.8 (8) | 3.2 (1) | 3.2 (1) | | | 1.419 | 5 |
| 6. Teaching everyday living skills | 93.5 (29) | 3.2 (1) | 3.2 (1) | | | | 1.097 | 1.5 |
| 7. Using recreational activities | 38.7 (12) | 38.7 (12) | 6.5 (2) | 12.9 (4) | | 3.2 (1) | 1.933 | 13 |
| 8. Applying behaviour modification principles | 58.1 (18) | 35.5 (11) | 6.5 (2) | | | | 1.484 | 7 |

Table 12
**continued**

### Frequency of Final Skill Objectives to the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field

| Skill Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | | n=31 *Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasion-ally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | No Response 6. | | |
| Effectiveness in: | | | | | | | | |
| 9. Containing and de-escalating critical incidents | 38.7 (12) | 38.7 (12) | 19.4 (6) | 3.2 (1) | | | 1.871 | 12 |
| 10. Integrating crises into ongoing treatment | 41.9 (13) | 35.5 (11) | 22.6 (7) | | | | 1.806 | 11 |
| 11. Providing emergency first aid | 3.2 (1) | 19.4 (6) | 29.0 (9) | 41.9 (13) | 3.2 (1) | 3.2 (1) | 3.233 | 16 |
| 12. Planning nutritionally balanced meals | 25.8 (8) | 9.7 (3) | 9.7 (3) | 19.4 (6) | 29.0 (9) | 6.5 (2) | 3.172 | 15 |
| 13. Providing personal hygiene instruction | 54.8 (17) | 9.7 (3) | 25.8 (8) | 3.2 (1) | | 6.5 (2) | 1.759 | 10 |
| 14. Controlling the physical environment in order to prevent accidents or illness | 41.9 (13) | 19.4 (6) | 22.6 (7) | 9.7 (3) | 3.2 (1) | 3.2 (1) | 2.100 | 14 |
| 15. Balancing personal life | 51.6 (16) | 29.0 (9) | 16.1 (5) | | | 3.2 (1) | 1.633 | 9 |

**Table 12**
**continued**

Frequency of Final Skill Objectives to the
Child Care/Youth Counselling Function as Perceived by
Graduates Presently or Previously Employed in the Field

| Skill Objectives | Rating: Pct. (Abs. Freq.) of Respondents<br>Very Often, Daily 1. | Often, Weekly 2. | Occasionally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | No Response 6. | n=31 *Mean | Rank |
|---|---|---|---|---|---|---|---|---|
| Effectiveness in: | | | | | | | | |
| 16. Establishing and maintaining a supportive peer group within work setting | 61.3 (19) | 25.8 (8) | 6.5 (2) | 3.2 (1) | | 3.2 (1) | 1.500 | 8 |

*Mean is calculated on responses in categories 1 through 5 only.

cation principles (mean: 1.484), 16. Establishing and maintaining a supportive peer group within work setting (mean: 1.500), 15. Balancing personal life (mean: 1.633), 13. Providing personal hygiene instruction (mean: 1.759), 10. Integrating crises into ongoing treatment (mean: 1.806), 9. Containing and de-escalating critical incidents (mean: 1.871), 7. Using recreational activities (mean: 1.933), 14. Controlling the physical environment in order to prevent accidents or illness (mean: 2.100), 12. Planning nutritionally balanced meals (mean: 3.172) and, lastly, 11. Providing emergency first aid (mean: 3.233).

The seven highest ranked objectives were judged by at least twenty-eight of thirty-one respondents (90.3%) as being used very often, daily or often, weekly. Of the six next highest ranked, five were judged by at least twenty-four of thirty-one (77.4%) and one by twenty of thirty-one (64.5%) to be used very often, daily or often, weekly. Of the three remaining objectives, nineteen respondents (60.3%) rated 14. Controlling the physical environment in order to prevent accidents or illness, eleven (35.5%) rated 12. Planning nutritionally balanced meals and seven (22.6%) rated 11. Providing emergency first aid, as being used very often, daily or often, weekly.

In sum, all objectives but 12. Planning nutritionally balanced meals and 11. Providing emergency first aid were rated by a majority of graduates as being used very often, daily or often, weekly in the performance of the child care/youth counselling function with which they were most familiar.

Considering both importance and frequency of use as indicators of relevance, it appears that all but one of the sixteen skill objectives are regarded by a majority of graduates presently or previously employed in the field as highly or at least moderately relevant to the child care/youth counselling function with which they were most familiar. Of questionable relevance is objective 12. Planning nutritionally balanced meals.

Comparing the results of the centres' assessment with the graduates' assessment, there appears to be some consistency with regard to frequency of use of the skill objectives. A majority in both groups of respondents rated all objectives except for 12. Planning nutritionally balanced meals and 11. Providing emergency first aid as being used very often, daily or often, weekly in performing the child care/youth counselling function as they understand it.

SUMMARY - A majority of respondents in both groups appear to regard as highly or at least moderately relevant all skill objectives but 12. Planning nutritionally balanced meals to the child care/youth counselling function while objective 11. Providing emergency first aid is not rated as frequently used on the whole, it is regarded as important or necessary to the function by most respondents.

### i. Importance of Final Attitude Objectives to the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres.

Child care (counselling) centres were invited to rate the twelve attitude objectives identified as final or terminal program objectives as to their individual importance to the effective performance of the first level child care/youth counselling function in their centres.

Results of the ratings of importance by child care (counselling) centres of attitude objectives are shown in Table 13.

The mean ratings of importance for all twelve attitude objectives fall between 1. Necessary, can't do without and 2. Important, should have. The objective with the highest mean importance is 5. Accepts personal responsibility for his/her behaviour (mean: 1.091). Four objectives rank next in importance with means of 1.182: 1. Respects and cares for others, 3. Is genuine in interaction with others, 8. Seeks to be aware of the impact on others of his/her behaviour and attitudes, and 9. Maintains appropriate confidentiality. The remaining attitude objectives, by decreasing rank of importance are: 2. Respects and cares for him/her self and 6. Accepts or tolerates differences in others values, beliefs, lifestyles (means: 1.273), 7. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences on present behaviour and attitudes (mean: 1.364), 10. Seeks to be aware of own needs, strengths in developing relationships, 11. Displays a non-blaming perspective with regard to personal, group or family problems and 12. Is aware of his/her personal motivation to help (means: 1.455). The objective with the least mean importance is 4. Is curious and willing to learn from others and his/her experiences (mean: 1.636).

All objectives but one were regarded by all respondents as either necessary or important to the first, or beginning level child care/ youth counselling function while objective 12. Is aware of his/her personal motivation to help, was rated by ten of eleven centres (90.9%)

Table 13

Importance of Final Attitude Objectives to the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres

| Attitude Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=11 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| The Counsellor: | | | | | | |
| 1. Respects and cares for others | 81.8 (9) | 18.2 (2) | | | 1.182 | 3.5 |
| 2. Respects and cares for him/herself | 72.7 (8) | 27.3 (3) | | | 1.273 | 6.5 |
| 3. Is genuine in interactions with others | 81.8 (9) | 18.2 (2) | | | 1.182 | 3.5 |
| 4. Is curious and willing to learn from others and his/her experiences | 36.4 (4) | 63.6 (7) | | | 1.636 | 12 |
| 5. Accepts personal responsibility for his/her behaviour, being neither over-responsible nor under-responsible | 90.9 (10) | 9.1 (1) | | | 1.091 | 1 |
| 6. Accepts or tolerates differences in other's values, beliefs, lifestyles | 72.7 (8) | 27.3 (3) | | | 1.273 | 6.5 |
| 7. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences in present behaviour and attitudes | 63.6 (7) | 36.4 (4) | | | 1.364 | 8 |

Table 13
**continued** Importance of Final Attitude Objectives to the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres

| Attitude Objectives | Rating: Pct. (Abs.Freq.) of Respondents | | | | n=11 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| The Counsellor: | | | | | | |
| 8. Seeks to be aware of his/her behaviour and attitudes | 81.8 (9) | 18.2 (2) | | | 1.182 | 3.5 |
| 9. Maintains appropriate confidentiality | 81.8 (9) | 18.2 (2) | | | 1.182 | 3.5 |
| 10. Seeks to be aware of own needs, strengths, in developing relationships | 54.5 (6) | 45.5 (5) | | | 1.455 | 10 |
| 11. Displays a non-blaming perspective with regard to personal, group or family problems | 54.5 (6) | 45.5 (5) | | | 1.455 | 10 |
| 12. Is aware of his/her personal motivation to help | 63.6 (7) | 27.3 (3) | 9.1 (1) | | 1.455 | 10 |

as being necessary or important, by one (9.1%) as useful, nice to have.

### j. Frequency of Use of Final Attitude Objectives in the Beginning Level Child Care/Youth Counselling Function, as Perceived by Child Care (Counselling) Centres.

The twelve final attitude objectives were also rated by the eleven centres as to their frequency of use in the performance of the beginning level child care/youth counselling function as performed in their centres. Results are displayed in Table 14.

All attitude objectives have mean frequencies of use between 1. Very often, daily and 2. Often, weekly. All agencies agreed that the beginning child care/youth counsellor would use attitudes 1. Respects and cares for others, 3. Is genuine in interactions with others and 5. Accepts personal responsibility for his/her behaviour, being neither over-responsible or under-responsible, very often, daily. Other attitude objectives are ranked according to decreasing mean frequency of use as follows: 9. Maintains appropriate confidentiality (mean: 1.091), 8. Seeks to be aware of the impact on others of his/her behaviour and attitudes, 6. Accepts or tolerates differences in others values, beliefs, lifestyles and 2. Respects and cares for him/her self (means: 1.182), 4. Is curious and willing to learn from others and his/her experiences (mean: 1.273), 7. Seeks to be aware of the impact of others and his/her personal background, including childhood and family experiences on present behaviour and attitudes, 11. Displays a non-blaming perspective with regard to personal, group, or family problems, and 12. Is aware of his/her personal motivation to help (means: 1.455) and last, 10. Seeks to be aware of own needs, strengths in developing relationships(mean:1.545).

Table 14

Frequency of Use of Final Attitude Objectives in the Beginning Level Child Care/Youth Counselling Function as Perceived by Child Care (Counselling) Centres

| Attitude Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=11 Mean | Rank |
|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasion-ally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | | |
| The Counsellor: | | | | | | | |
| 1. Respects and cares for others | 100.0 (11) | | | | | 1.000 | 2 |
| 2. Respects and cares for him/herself | 81.8 (9) | 18.2 (2) | | | | 1.182 | 6 |
| 3. Is genuine in interactions with others | 100.0 (11) | | | | | 1.000 | 2 |
| 4. Is curious and willing to learn from others and his/her experiences | 72.7 (8) | 27.3 (3) | | | | 1.273 | 8 |
| 5. Accepts personal responsibility for his/her behaviour, being neither over-responsible or under-responsible | 100.0 (11) | | | | | 1.000 | 2 |
| 6. Accepts or tolerates differences in other's values, beliefs, life styles | 81.8 (9) | 18.2 (2) | | | | 1.182 | 6 |
| 7. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences on present behaviour and attitudes | 54.5 (6) | 45.5 (5) | | | | 1.455 | 10 |

Table **14**
**continued**

Frequency of Use of Final Attitude Objectives in the Beginning Level Child Care/Youth Counselling Function as Perceived by Child Care (Counselling) Centres

| Attitude Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=11 Mean | Rank |
|---|---|---|---|---|---|---|---|
| | Very Often Daily 1. | Often, Weekly 2. | Occasion-ally, Monthly 3. | Seldom, Less often than monthly 4. | Never 5. | | |
| The Counsellor: | | | | | | | |
| 8. Seeks to be aware of the impact on others of his/her behaviour and attitudes | 81.8 (9) | 18.2 (2) | | | | 1.182 | 6 |
| 9. Maintains appropriate confidentiality | 90.9 (10) | 9.1 (1) | | | | 1.091 | 4 |
| 10. Seeks to be aware of own needs, strengths in developing relationships | 54.5 (6) | 36.4 (4) | 9.1 (1) | | | 1.545 | 12 |
| 11. Displays a non-blaming perspective with regard to personal, group, or family problems | 72.7 (8) | 9.1 (1) | 18.2 (2) | | | 1.455 | 10 |
| 12. Is aware of his/her personal motivation to help | 72.7 (8) | 9.1 (1) | 18.2 (2) | | | 1.455 | 10 |

All attitude objectives but three were regarded by all respondents as being used very often, daily or often, weekly in the performance of the first or beginning level child care/youth counselling function. Of the remaining three, ten respondents (90.9%) rated objective 10. Seeks to be aware of own needs, strengths, in developing relationships, nine respondents (81.8%) rated both of objectives, 11. Displays a non-blaming perspective with regard to personal, group or family problems and 12. Is aware of his/her personal motivation to help, as being used very often, daily or often, weekly.

In sum, all final program objectives in the attitude area are regarded by a majority of child care (counselling) centres as being used very often, daily or often, weekly in the performance of the first or beginning level child care/youth counselling function.

Considering both ratings of importance and of frequency of use as indicators of relevance, it appears that the twelve final program objectives in the attitude area are regarded as highly relevant by most child care (counselling) centres to the performance of the first or beginning level child care/youth counselling function.

### k. Importance of Final Attitude Objectives to the Child Care/youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field.

Graduates of the program who were presently or previously employed in a child care/youth counselling capacity were asked to rate the importance of the twelve final program objectives in the attitude area in terms of the function with which they were most familiar.

In examining Table 15 it may be seen that the mean ratings of importance for all program attitude objectives are between 1. Necessary, can't do without, and 2. Important, should have. The highest mean importance rating is shared by objectives 1. Respects and cares for others and 2. Respects and cares for him/her self (means: 1.097). Next in rank was objective 3. Is genuine in interactions with others (mean: 1.129). The remaining attitude objectives in decreasing order of mean importance are: 10. Seeks to be aware of own needs, strengths, in developing relationships (mean: 1.161), 12. Is aware of his/her personal motivation to help (mean: 1.226), 5. Accepts personal responsibility for his/her behaviour, being neither over-responsible nor under-responsible (mean: 1.258), 4. Is curious, willing to learn from others and his/her experiences, 6. Accepts or tolerates differences in others values, beliefs, lifestyles and 9. Maintains appropriate confidentiality (means: 1.290), 11. Displays a non-blaming perspective with regard to personal, group or family problems (mean: 1.355). The least highly rated objective in terms of importance is 7. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences on present behaviour and attitudes (mean: 1.483).

The five highest ranked objectives were rated by all respondents as being either necessary or important, the next highest five by at least twenty-nine (93.5%), the second last by twenty-eight (90.3%) and the last by twenty-seven (87.1%).

In sum, all final program objectives in the attitude area are regarded by a majority of graduates presently or previously employed in the field as being necessary or important to the performance of the child care/youth counselling function with which they were most familiar.

Table 15

Importance of Final Attitude Objectives to the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field

| Attitude Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=31 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| The Counsellor: | | | | | | |
| 1. Respects and cares for others | 90.3 (28) | 9.7 (3) | | | 1.097 | 1.5 |
| 2. Respects and cares for him/her-self | 90.3 (28) | 9.7 (3) | | | 1.097 | 1.5 |
| 3. Is genuine in interactions with others | 87.1 (27) | 12.9 (4) | | | 1.129 | 3 |
| 4. Is curious and willing to learn from others and his/her experiences | 74.2 (23) | 22.6 (7) | 3.2 (1) | | 1.290 | 8 |
| 5. Accepts personal responsibility for his/her behaviour, being neither over-responsible nor under-responsible | 80.6 (25) | 12.9 (4) | 6.5 (2) | | 1.258 | 6 |
| 6. Accepts or tolerates differences in other's values, beliefs, life-styles | 80.6 (25) | 12.9 (4) | 3.2 (1) | 3.2 (1) | 1.290 | 8 |
| 7. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences on present behaviour and attitudes | 64.5 (20) | 22.6 (7) | 12.9 (4) | | 1.483 | 12 |

Table 15
**continued** Importance of Final Attitude Objectives to the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field

| Attitude Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | n=31 Mean | Rank |
|---|---|---|---|---|---|---|
| | Necessary Can't do Without 1. | Important Should Have 2. | Useful Nice to Have 3. | Not Necessary 4. | | |
| The Counsellor: | | | | | | |
| 8. Seeks to be aware of the impact on others of his/her behaviour and attitudes | 71.0 (22) | 25.8 (8) | 3.2 (1) | | 1.323 | 10 |
| 9. Maintains appropriate confidentiality | 74.2 (23) | 22.6 (7) | 3.2 (1) | | 1.290 | 8 |
| 10. Seeks to be aware of own needs, strengths in developing relationships | 83.9 (26) | 16.1 (5) | | | 1.161 | 4 |
| 11. Displays a non-blaming perspective with regard to personal, group or family problems | 74.2 (23) | 16.1 (5) | 9.7 (3) | | 1.355 | 11 |
| 12. Is aware of his/her personal motivation to help | 77.4 (24) | 22.6 (7) | | | 1.226 | 5 |

Comparing these results with those of the centres' assessment there is a consistent judgement between both groups, in that all final attitude objectives are regarded by a majority of respondents as necessary or important to the child care/youth counselling function as they understand it.

### 1. Frequency of Use of Final Attitude Objectives in the Child Care/Youth Counselling Function, as Perceived by Graduates Presently or Previously Employed in the Field.

Graduates were also asked to rate the twelve final objectives in the attitude area as to their frequency of use in the child care/youth counselling function with which they were most familiar. Results are displayed in Table 16.

In terms of their mean ratings of frequency of use, all attitude objectives range between 1. Very often, daily and 2. Often, weekly. The objectives with the highest mean frequency of use are 1. Respects and cares for others and 2. Respects and cares for him/her self (means: 1.032) and are followed in rank by objective 3. Is genuine in interactions with others (mean: 1.129). The remaining attitude objectives, by decreasing rank of mean frequency of use are: 5. Accepts personal responsibility for his/her behaviour, being neither overresponsible nor underresponsible and 9. Maintains appropriate confidentiality (means: 1.194), 10. Seeks to be aware of own needs, strengths in developing relationships (mean: 1.226), 4. Is curious, willing to learn from others and his/her experiences, and 8. Seeks to be aware of the impact on others of his/her behaviour and attitudes (means:1.258),

Table 16

Frequency of Use of Final Attitude Objectives in the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field

| Attitude Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=31 Mean | Rank |
|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasionally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | | |
| The Counsellor: | | | | | | | |
| 1. Respects and cares for others | 96.8 (30) | 3.2 (1) | | | | 1.032 | 1.5 |
| 2. Respects and cares for him/herself | 96.8 (30) | 3.2 (1) | | | | 1.032 | 1.5 |
| 3. Is genuine in interactions with others | 90.3 (28) | 6.5 (2) | 3.2 (1) | | | 1.129 | 3 |
| 4. Is curious and willing to learn from others and his/her experiences | 80.6 (25) | 12.9 (4) | 6.5 (2) | | | 1.258 | 7.5 |
| 5. Accepts personal responsibility for his/her behaviour, being neither over-responsible nor under-responsible | 80.6 (25) | 19.4 (6) | | | | 1.194 | 4.5 |
| 6. Accepts or tolerates differences in other's values, beliefs, life-styles | 71.0 (22) | 25.8 (8) | 3.2 (1) | | | 1.323 | 9 |
| 7. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences on present behaviour and attitudes | 51.6 (16) | 38.7 (12) | 9.7 (3) | | | 1.581 | 12 |

**Table 16**
**continued**

Frequency of Use of Final Attitude Objectives in the Child Care/Youth Counselling Function as Perceived by Graduates Presently or Previously Employed in the Field

| Attitude Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=31 Mean | Rank |
|---|---|---|---|---|---|---|---|
| | Very Often, Daily 1. | Often, Weekly 2. | Occasion-ally, Monthly 3. | Seldom, less often than monthly 4. | Never 5. | | |
| The Counsellor: | | | | | | | |
| 8. Seeks to be aware of the impact on others of his/her behaviour and attitudes | 80.6 (25) | 12.9 (4) | 6.5 (2) | | | 1.258 | 7.5 |
| 9. Maintains appropriate confidentiality | 83.9 (26) | 12.9 (4) | 3.2 (1) | | | 1.194 | 4.5 |
| 10. Seeks to be aware of own needs, strengths in developing relationships | 83.9 (26) | 9.7 (3) | 6.5 (2) | | | 1.226 | 6 |
| 11. Displays a non-blaming perspective with regard to personal, group or family problems | 67.7 (21) | 29.0 (9) | 3.2 (1) | | | 1.355 | 10 |
| 12. Is aware of his/her personal motivation to help | 71.0 (22) | 16.1 (5) | 12.9 (4) | | | 1.419 | 11 |

6. Accepts or tolerates differences in others values, beliefs, lifestyles (mean: 1.323), 11. Displays a non-blaming perspective with regard to personal, group or family problems (mean: 1.355), 12. Is aware of his/her personal motivation to help (mean: 1.419) and lastly, 7. Seeks to be aware of the impact of others and his/her personal background, including childhood and family experiences on present behaviour and attitudes (mean: 1.581).

Ten of the twelve objectives were regarded by between twenty-nine and thirty-one of thirty-one respondents (93.5%-100%) to be used very often, daily or often, weekly, with twenty-seven (87.1%) rating the eleventh ranked objective and twenty-eight (90.3%) rating the twelfth ranked objective as being used very often or often. In sum, all objectives are regarded by a majority of graduates to be used very often or often in performing the child care/youth counselling function.

Comparing the assessments of both centres and graduates with regard to frequency of use of attitude objectives, there is agreement in that a majority in both groups regard these objectives to be used very often, daily or often, weekly.

SUMMARY - Considering both importance and frequency of use ratings as indicators of relevance, it appears that all final program objectives in the attitude area are regarded by a majority of respondents in both the centres and graduates group as highly relevant to the child care/ youth counselling function as they understand it.

A majority of child care (counselling) centre and graduate respondents appear to regard most final program objectives in information,skill and attitude areas as highly or at least moderately relevant to the child care/youth counselling function as they understand it. Of questionable relevance are information objectives 5. The phenomenon of juvenile delinquency, and 13. Development and nature of human society, and skill objective 12. Planning nutritionally balanced meals.

### Additional Program Objectives as Suggested by Graduates and Child Care (Counselling) Centres.

Responding to an open-ended question which invited them to suggest attitude, skill, or information objectives which in their opinion ought to be added to the program, graduates recommended several additions. The most frequently mentioned (by six respondents) was a need for additional skill development in writing treatment programs, and reports. Three graduates called for information objectives in the area of administration of programs, including procedures, policy development and supervision of staff. Suggested information objectives also included a better understanding of: the courts and law enforcement, drug and alcohol abuse (including symptoms), native Canadian culture, family dynamics, social service agencies and their services. Suggested skill objectives included increased effectiveness in: behaviour management, the teaching of parenting skills, family counselling, crises management, participating in case conferences, behaviour observation, specific recreation skills, physical restraining, self-defense, working (effectively) with team members. Suggested attitude objectives included development of patience, retention of objectivity, self-control in crises, and an awareness and appreciation of the impact on one's family working in this field. Many graduates indicated a desire for additional information and skill in several areas covered by the program over its two years, such as group and family dynamics and their applications, treatment methods and counselling theories, as well as counselling skills. Some graduates now engaged in community youth work thought coursework in this area would be an important addition to program content.

Child care (counselling) centres also had suggestions for objectives in information, skill or attitude areas, which they thought should be included among program objectives in order better to prepare workers for this field. Related to recreation and the use of activities with children, it was suggested that the program ought to encourage students to value activity-oriented contact, appreciating its potential for impact on children. Related to these affective objectives was the suggestion that the program facilitate students' development of proficiency in a variety of recreational activities. Additional information objectives suggested included information related to understanding maladaptive behaviour among young people and to understanding the role of moral and spiritual values in shaping personality and behaviour. One agency suggested that the counsellor must be able to use his skill effectively under conditions such as being the only adult present, being under stress, and being without much supervision. One agency urged that students be taught not to be afraid to confront young people on unacceptable behaviour, while another contended that confrontation was too difficult to do effectively and constructively for the beginning child care worker and that therefore it should not be included in the program.

## B. The Effectiveness of Program Instruction

Except for the college program comparisons, all information with regard to various aspects of program instruction effectiveness comes from two sources: students presently enrolled in the program and the program's graduates. Each group was asked to rate only what they had experienced, therefore graduates gave their opinions as to the effectiveness of the program as a whole, selected components and individual courses (including field placement and integration seminars) whereas students only rated individual courses (also including field placement and integration seminars) in which they were enrolled.

### 1. Program Design: Comparisons Among Similar Community College Programs in Canada.

Results of a search of documentation with regard to eleven community college programs similar to the Youth Development Program in goals are displayed in Table 17. Included are college names and locations, program names, duration, average hours of weekly instruction, total hours of field work (practicum) and distribution of coursework in total hours per area of study for these eleven programs and the Youth Development Program.

In terms of program title, eight are called Child Care Worker programs, three, some variation of Youth Worker (variously, Worker, Services or Development) and one, Special Care Counsellor.

Eight programs, including the Youth Development Program, are four semesters in length, three are six semesters, one is two semesters.

Table 17 Comparisons of Programs of Training in Child Care/Youth Counselling

| College (Location) | Program Name | Duration in Semesters | Ave. hours per wk. of Instruction (excluding fieldwork) | Total Hours of Fieldwork | Total Hours of Instruction |
|---|---|---|---|---|---|
| 1. Algonquin (Ottawa, Ont.) | Child Care Worker | 4 | | 1400 | |
| 2. Cambrian (Sudbury, Ont.) | Child Care Worker | 4(16 wks/sem) | 26 over 3 semesters | 528 | 1248 |
| 3. Fanshawe (London, Ont.) | Child Care Worker | 4(16 wks/sem) | 22 over 2 semesters | 1280 | 720 |
| 4. George Brown (Toronto, Ont.) | Child Care Worker | 4 | | 1920 | |
| 5. Grant MacEwan (Edmonton, Alta.) | Youth Development | 4(15 wks/sem) | 16.5 | 720 | 990 |
| 6. Humber (Toronto, Ont.) | Child Care Worker | 6(16 wks/sem) | 14.8 | 1152 | 1424 |
| 7. Loyalist (Belleville, Ont.) | Behavioural Science-Youth worker stream | 4(15 wks/sem) | 14.0 | 660 | 840 |
| 8. Mohawk (Hamilton, Ont.) | Child Care Worker | 4(16 wks/sem) | 30.8 | 1200 | 1968 |
| 9. Mt. Royal (Calgary, Alta.) | Youth Services | 2(15 wks/sem) | 13.5 | 240 | 405 |
| 10. Northern (Porcupine, Ont.) | Child Care Worker | 4(15 wks/sem) | 30 | 1000 | 1800 |
| 11. St. Lawerence (Kingston, Ont.) | Child Care Worker | 6(15 wks/sem) | 19.5 | 1440 | 1760 |
| 12. Vanier (Montreal, Que.) | Special Care Counsellor | 6 | 6.4 courses over 5 semesters | 1080 | 32 courses |

Table 17
**continued**

Comparisons of Programs of Training in Child Care/Youth Counselling
Distribution of Coursework - Total Hours

| College | Coursework related to:<br>Basic Psychology | Basic Sociology | English | Child & Youth Development | Observing, Reporting, Recording | Abnormal Behaviour | Group Process |
|---|---|---|---|---|---|---|---|
| 1. Algonquin | | | 1 course | 4 courses | | 4 courses | |
| 2. Cambrian | 64 | | 128 | 128 | 32 | | 96 |
| 3. Fanshawe | | | | 48 | 16 | 80 | 32 |
| 4. Grant MacEwan | 45 | 45 | 45 | 45 | | 45 | 45 |
| 5. Humber | 128 | | 128 | 128 | 32 | 64 | 64 |
| 6. Loyalist | 60 | 60 | 60 | 60 (optional) | | 60 (optional) | |
| 7. Mohawk | 64 | 160 | 192 | 64 | | 192 | 192 |
| 8. Mt. Royal | | | 45 | | | | |
| 9. Northern | 60 | 60 | 135 | 240 | 45 | | 135 |
| 10. St. Lawrence | 60 | 60 | 180 | 120 | | 120 (included with treatment principles) | 60 |
| 11. Vanier | | 1 course | 4 courses | 2 courses | 2 courses | 2 courses | 1 course |

Table 17
**continued**

Comparisons of Programs of Training in Child Care/Youth Counselling
Distribution of Coursework - Total Hours

| College | Counselling & Treatment Principles | Human Relations & Counselling Skill Develop. | Health Principles, Skills | The Family | Therapeutic Use of Activities | Required Electives | Integration Seminar |
|---|---|---|---|---|---|---|---|
| 1. Algonquin | 7 courses | | 1 course | 1 course | 2 courses | 2 courses | yes |
| 2. Cambrian | 208 | 48+ | 80 | 64 | 176 | 48 | yes |
| 3. Fanshawe | 64 | 112 | 96 | 96 | 112 | | |
| 4. Grant MacEwan | 90 | 135 | 60 | 45 | 45 | 225 | 120 |
| 5. Humber | 96 | 192 | | 128 (includes community intervention) | 96 | 144 | 128 |
| 6. Loyalist | 60<br>60 (optional) | 180 | | 60 | | | 60 |
| 7. Mohawk | 336 | | 48 | 48 | 416 | | |
| 8. Mt. Royal | 180 | 90 | | | 90 + labs | | |
| 9. Northern | 240 | 45 | 60 | 120 | 345 | 120 | 120 |
| 10. St. Lawrence | 300 | 90 | 60 | 120 | 180 | 240 (field related) | 210 |
| 11. Vanier | 2 courses | | | | 6 courses | 3 courses (related to special care fields) | |

Table 17 (cont'd)

Comparisons of Programs of Training in Child Care/Youth Counselling
Distribution of Coursework - Total Hours

| College | Other |
|---|---|
| 1. Algonquin | Community Resources (1 course), Dissertation, Detached Youth Work (1 course) |
| 2. Cambrian | Child Care Services (48), Social Psychology (48), Ethics (32), Psychology of the Exceptional Individual (48) |
| 3. Fanshawe | Ontario Social Services (48) |
| 4. Grant MacEwan | |
| 5. Humber | Human Sexuality (64), Treatment Home Management (32) |
| 6. Loyalist | Introduction to Social Welfare Services (60), Selected Topics in Social Welfare (60), Dynamics of Canadian Society (60-optional), Personality (60) |
| 7. Mohawk | Professional Interaction & Communication (192), Health and Welfare Services (64) |
| 8. Mt. Royal | |
| 9. Northern | Research Project (75) |
| 10. St. Lawrence | Career Development (20), Research Methods (60) |
| 11. Vanier | Humanities (4 courses), Psychomotricity (2 courses)<br>Exceptional Individual (1 course), Social Information (1 course), Personality of the Educator (1 course) |

Average hours of instruction per week range from 13.5 to 30.8. Six programs have more weekly hours of instruction than the Youth Development Program, three less. In terms of total hours spent in fieldwork the range is from 240 to 1920, with eight programs including more hours and three, less hours, than the Youth Development Program. Averaging these fieldwork hours over the number of semesters per program, the range is from 120 to 480 hours per semester, the Youth Development Program being exceeded by seven programs,and exceeding three programs, with one other equalling it at 180 hours per semester.

Fourteen subject areas of coursework were identified from documentation. Given some minimal course descriptions and wide variation in the terms used to describe course content, subject areas listed should be regarded as tentative. Seven colleges include coursework in basic psychology (exceptions being Algonquin, Fanshawe, Mt. Royal and Vanier), the range in total hours being 45 to 128 (Grant MacEwan: 45). Six colleges include coursework in basic sociology (exceptions being Algonquin, Cambrian, Fanshawe, Humber and Mt. Royal), the range in total hours being 45 to 160 (Grant MacEwan: 45). All colleges but Fanshawe include English coursework from 45 to 192 hours total (Grant MacEwan: 45). Only Mohawk and Mt. Royal do not include child and youth development coursework. The range in total hours in this area is 45 to 240 (Grant MacEwan: 45). In terms of observing, reporting and recording of behaviour, specific courses appear in five colleges of eleven (Cambrian, Fanshawe, Humber, Northern and Vanier). Coursework is abnormal behaviour (delinquency) mental illness, etc.) is included in all programs but Cambrian, Mt.

Royal and Northern, and ranges in total hours from 45 to 192 (Grant MacEwan: 45). All programs but those of Algonquin, Loyalist and Mt. Royal include group process coursework from 45 to 192 total hours (Grant MacEwan: 45). All programs include courses in counselling and treatment principles from 60 to 300 total hours (Grant MacEwan: 90). Coursework in human relations and counselling skill development is included in all programs but Algonquin, Cambrian, Mohawk and Vanier with total hours ranging from 45 to 192 (Grant MacEwan: 135). Humber, Loyalist, Mt. Royal and Vanier are the only four programs which do not include courses related to health principles and skills. Other programs range from 45 to 96 total hours in this area (Grant MacEwan: 60). Coursework related to the family is included in all programs but those of Mt. Royal and Vanier and ranges in total hours from 45 to 128 (Grant MacEwan: 45). The therapeutic use of activities is included in coursework in all programs but that of Loyalist College, and ranges in total hours from 45 to 416 (Grant MacEwan: 45). Integration seminars are included in seven programs (excluding Fanshawe, Mohawk, Mt. Royal and Vanier) and range in total hours from 60 to 210 (Grant MacEwan: 120). Four programs do not appear to require electives. Of the seven which do, total hours range from 45 to 240 (Grant MacEwan: 225). Of the programs including electives, in at least two these electives are applied and field-related courses.

Of the fourteen subject areas identified as common among several programs, the Youth Development Program includes thirteen. The one area not included as a specific course is that of observing, reporting and recording of behaviour. Among the programs oferring courses in the various subject areas, the Youth Development Program is at or near the low end of the range of total hours in basic psychology, basic sociology, English, child and youth development, abnormal behaviour, group process, counselling and treatment principles, the family, therapeutic use of activities. It is near the middle of the range in human relations and counselling skill development and in health principles and skills. It is next only to the six semester program at St. Lawrence in the total number of elective course hours.

### 2. Effectiveness of the Total Program in Enabling Achievement of Final Objectives, as Perceived by Graduates.

Graduates were asked to rate how effective the program had been in enabling them as students to meet the final objectives in information, skill and attitude areas. The rating scale was 1. Not Effective, 2. Somewhat Effective, 3. Effective, 4. Very Effective and 5. Don't Know or Not Applicable. Results are reported in Tables 22, 23, and 24 as the absolute frequency and percentage of graduates responding in each category of the rating scale. A mean of responses in categories one through four is included for each objective.

Table 18 displays the results of the survey as they apply to the effectiveness of the program in enabling achievement of the final objectives in the information area, as judged by program graduates.

Table 18

Program Effectiveness in Enabling Achievement of
Final Information Objectives, as Perceived by Graduates

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=39 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't know Not Applicable 5. | |
| Basic Understanding of: | | | | | | |
| 1. Child and youth development | | 10.3 (4) | 28.2 (11) | 61.5 (24) | | 3.513 |
| 2. Principles of human behaviour | | 10.3 (4) | 51.3 (20) | 38.5 (15) | | 3.282 |
| 3. Development and nature of human society | 5.1 (2) | 35.9 (14) | 43.6 (17) | 15.4 (6) | | 2.692 |
| 4. Written, verbal and non-verbal communication | 5.1 (2) | 43.6 (17) | 38.5 (15) | 12.8 (5) | | 2.590 |
| 5. The phenomenon of juvenile deliquency | | 12.8 (5) | 23.1 (9) | 64.1 (25) | | 3.513 |
| 6. Counselling Theory | | 5.1 (2) | 53.8 (21) | 41.0 (16) | | 3.359 |
| 7. Dynamics of interpersonal relations and communication | | | 35.9 (14) | 64.1 (25) | | 3.641 |
| 8. Dynamics of people in small groups | | 30.8 (12) | 25.6 (10) | 43.6 (17) | | 3.128 |
| 9. Characteristics and role of one-to-one helping skills | | 12.8 (5) | 35.9 (14) | 51.3 (20) | | 3.385 |
| 10. Dynamics of counselling in a group context | 12.8 (5) | 28.2 (11) | 43.6 (17) | 15.4 (6) | | 2.615 |

**Table 18**
**continued**

Program Effectiveness in Enabling Achievement of
Final Information Objectives, as Perceived by Graduates

| Information Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=39 *Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't know Not Applicable 5. | |
| **Basic Understanding of:** | | | | | | |
| **11. Principles of treatment in the milieu or life-space** | 7.7 (3) | 25.6 (10) | 51.3 (20) | 12.8 (5) | 2.6 (1) | 2.711 |
| **12. Family dynamics** | 5.1 (2) | 33.3 (13) | 41.0 (16) | 17.9 (7) | 2.6 (1) | 2.737 |
| **13. Principles of recreational programming** | 10.3 (4) | 33.3 (13) | 35.9 (14) | 15.4 (6) | 5.1 (2) | 2.595 |
| **14. Principles of health maintenance** | 20.5 (8) | 12.8 (5) | 30.8 (12) | 15.4 (6) | 20.5 (8) | 2.516 |

***Mean is calculated on responses in categories 1 through 4 only.**

The mean ratings of program effectiveness fall between 3. Effective and 4. Very Effective for seven information objectives: 7. Dynamics of interpersonal relations and communication (mean: 3.641), 1. Child and youth development and 5. The phenomenon of juvenile delinquency (means: 3.513), 9. Characteristics and role of one-to-one helping skills (mean: 3.385), 6. Counselling theory (mean: 3.359), 2. Principles of human behaviour (mean: 3.282) and 8. Dynamics of people in small groups (mean: 3.128). Mean ratings of program effectiveness fall between 2. Somewhat Effective and 3. Effective for the remaining objectives and are, in order of decreasing mean ratings: 12. Family dynamics (mean: 2.737), 11. Principles of treatment in the milieu or life-space (mean: 2.711), 3. Development and nature of human society (mean: 2.692), 10. Dynamics of counselling in a group context (mean: 2.615), 13. Principles of recreational programming (mean: 2.595) and 14. Principles of health maintenance (mean: 2.516).

With adjustment to exclude Don't know or Not Applicable responses, a majority of graduates are shown to have rated the program as effective or very effective in having enabled them to meet all objectives in the information area. Those objectives in which the program was rated as effective or very effective by a substantial majority of students include: 7. Dynamics of interpersonal relations and communication (thirty-nine respondents, 100%), 6. Counselling theory (thirty-seven respondents, 94.9%), 2. Principles of human behaviour and 1. Child and youth development (thirty-five respondents, 89.7%), 5. The phenomenon of juvenile delinquency and 9. Characteristics and role of one-to-one helping skills (thirty-four respondents, 87.2%). Those objectives in which the program was rated as effective or very effective by a moderate majority of students include: 8. Dynamics of people in small groups (twenty-seven respondents, 69.2%), 11. Principles of treatment in the milieu or life-space (twenty-five respondents, 65.8% adjusted), 12. Family dynamics (twenty-three respondents, 60.5% adjusted), 3. Development and nature of human society and 10. Dynamics of counselling in a group context (twenty-three respondents, 59.0%), 14. Principles of health maintenance, (eighteen respondents, 58.1% adjusted). The smallest majorities of graduates rating the program as effective or very effective were indicated for objectives 13. Principles of recreational programming (twenty respondents, 54.1% adjusted) and 4. Written, verbal and non-verbal communication (twenty-three respondents, 51.3%).

In sum, the program was judged to be effective or very effective in having enabled graduates to meet twelve of fourteen information objectives by a substantial (87.2% to 100%) or moderate (58.1% to 69.2%) majority of graduates responding. The program was judged to be effective or very effective by 54.1% of graduates responding in terms of objective 13. Principles of recreational programming and by 51.3% in terms of 4. Written, verbal and non-verbal communication. The program's lowest mean rating of effectiveness is shown for these latter two objectives. The highest mean ratings of program effectiveness are indicated for objectives 7. Dynamics of interpersonal relations and communication, 1. Child and youth development and 5. The phenomenon of juvenile delinquency.

Table 19 displays the results of the survey as they apply to the effectiveness of the program in enabling achievement of the final objectives in the skill area, as judged by program graduates.

The mean ratings of program effectiveness fall between 3. Effective and 4. Very Effective for five skill objectives: 1. Building helping relationships (mean: 3.487), 2. Providing emotional support (mean: 3.385), 5. Assisting in problem resolution (mean: 3.184), 16. Establishing and maintaining a supportive peer group within a work setting (mean: 3.079), and 10. Integrating crises into ongoing treatment (mean: 3.000). Mean ratings of program effectiveness fall between 2. Somewhat Effective and 3. Effective for the remaining objectives and are, in order of decreasing mean ratings: 3. Structuring the environment hygienically (mean: 2.974), 8. Applying behaviour modification principles (mean: 2.919), 6. Teaching everyday living skills (mean: 2.784), 9. Containing and de-escalating critical incidents and 15. Balancing personal life (means: 2.769), 4. Planning counselling interventions (mean: 2.737), 7. Using recreational activities (mean: 2.526), 11. Providing emergency first aid (mean: 2.433), 13. Providing personal hygiene instruction (mean: 2.375), 14. Controlling the physical environment in order to prevent accidents or illness (mean: 2.281) and 12. Planning nutritionally balanced meals (mean: 2.000).

With adjustment to exclude Don't Know or Not Applicable responses, a majority of graduates are shown to have rated the program as Effective or Very effective in having enabled them to meet twelve of the sixteen skill objectives. Those objectives in which

Table 19

Program Effectiveness in Enabling Achievement of Final Skill Objectives, as Perceived by Graduates

| Objectives | Rating: Pct. (Abs. Freq.) of Respondents | | | | | n=39 |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't know Not Applicable 5. | *Mean |
| **Effectiveness in:** | | | | | | |
| 1. Building helping relationships | 2.6 (1) | 5.1 (2) | 33.3 (13) | 59.0 (23) | | 3.487 |
| 2. Providing emotional support | 2.6 (1) | 7.7 (3) | 38.5 (15) | 51.3 (20) | | 3.385 |
| 3. Structuring the environment hygienically | 2.6 (1) | 20.5 (8) | 53.8 (21) | 23.1 (9) | | 2.974 |
| 4. Planning counselling interventions | 2.6 (1) | 38.5 (15) | 38.5 (15) | 17.9 (7) | 2.6 (1) | 2.737 |
| 5. Assisting in problem resolution | 2.6 (1) | 12.8 (5) | 46.2 (18) | 35.9 (14) | 2.6 (1) | 3.184 |
| 6. Teaching everyday living skills | 12.8 (5) | 12.8 (5) | 51.3 (20) | 17.9 (7) | 5.1 (2) | 2.784 |
| 7. Using recreational activities | 10.3 (4) | 35.9 (14) | 41.0 (16) | 10.3 (4) | 2.6 (1) | 2.526 |
| 8. Applying behaviour modification principles | | 25.6 (10) | 51.3 (20) | 17.9 (7) | 5.1 (2) | 2.919 |
| 9. Containing and de-escalating critical incidents | 5.1 (2) | 35.9 (14) | 35.9 (14) | 23.1 (9) | | 2.769 |
| 10. Integrating crises into ongoing treatment | 2.6 (1) | 17.9 (7) | 53.8 (21) | 23.1 (9) | 2.6 (1) | 3.000 |
| 11. Providing emergency first aid | 28.2 (11) | 10.3 (4) | 15.4 (6) | 23.1 (9) | 23.1 (9) | 2.433 |

**Table 19**
**continued**

Program Effectiveness in Enabling Achievement of
Final Skill Objectives, as Perceived by Graduates

| Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=39 *Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't know Not Applicable 5. | |
| Effectiveness in: | | | | | | |
| 12. Planning nutritionally balanced meals | 28.2 (11) | 20.5 (8) | 12.8 (5) | 7.7 (3) | 30.8 (12) | 2.000 |
| 13. Providing personal hygiene instruction | 17.9 (7) | 25.6 (10) | 28.2 (11) | 10.3 (4) | 17.9 (7) | 2.375 |
| 14. Controlling the physical environment in order to prevent accidents or illness | 20.5 (8) | 25.6 (10) | 28.2 (11) | 7.7 (3) | 17.9 (7) | 2.281 |
| 15. Balancing personal life | 5.1 (2) | 25.6 (10) | 56.4 (22) | 12.8 (5) | | 2.769 |
| 16. Establishing and maintaining a supportive peer group within work setting | 2.6 (1) | 20.5 (8) | 41.0 (16) | 33.3 (13) | 2.6 (1) | 3.079 |

*Mean is calculated on responses in categories 1 through 4 only.

the program was rated effective or very effective by a substantial majority of graduates include: 1. Building helping relationships (thirty-six respondents, 92.3%), 2. Providing emotional support (thirty-five respondents, 89.8%), 5. Assisting in problem resolution (thirty-two respondents, 84.2% adjusted), 10. Integrating crises into ongoing treatment (thirty respondents, 78.9% adjusted), 3. Structuring the environment hygienically (thirty respondents, 76.9%) and 16. Establishing and maintaining a supportive peer group within work setting (twenty-nine respondents, 76.3% adjusted). Those objectives in which the program was rated as effective or very effective by a moderate majority of graduates include: 6. Teaching everyday living skills (twenty-seven respondents, 73.0% adjusted), 8. Applying behaviour modification principles (twenty-seven respondents, 73.0% adjusted), 15. Balancing personal life (twenty-seven respondents, 69.2%), 9. Containing and de-escalating critical incidents (twenty-three respondents, 59.0%) and 4. Planning counselling interventions (twenty-two respondents, 57.9% adjusted). The program was rated effective or very effective by twenty respondents (52.6% adjusted) in enabling students to meet objective, 7. Using recreational activities, and by fifteen (50.0% adjusted in enabling students to meet objective, 11. Providing emergency first aid. The program was rated effective or very effective by fewer than half of the graduates responding, in enabling students to meet three objectives: 13. Providing personal hygiene instruction (fifteen respondents, 46.9% adjusted), 14. Controlling the physical environment in order to prevent accidents or illness (fourteen respondents, 43.8% adjusted) and 12. Planning nutritionally balanced meals (eight respondents, 29.6% adjusted).

In sum, the program was judged to be effective or very effective in having enabled graduates to meet eleven of sixteen skill objectives, by a substantial (76.2% to 92.3%) or moderate (57.9% to 73%) majority of graduates responding. The program was judged respectively by 52.6% and 50% of graduates responding to be effective or very effective in having enabled them to meet objectives, 7. Using recreational activities and 11. Providing emergency first aid, respectively. Those objectives for which the program was considered effective or very effective by less than half the respondents were 13. Providing personal hygiene instruction, 14. Controlling the physical environment in order to control accidents or illness and 12. Planning nutritionally balanced meals. The program's lowest three mean ratings of effectiveness are shown for these latter objectives. The highest mean ratings of program effectiveness are indicated for 1. Building helping relationships, 2. Providing emotional support and 5. Assisting in problem resolution.

It should be noted that the four objectives for which the program was ranked lowest in effectiveness are those designed to be met by CO 211.3 Health Issues which was added to the program in the Winter of 1976. Only two graduating classes among the four which were included in this survey have in fact received any specific instruction in this regard which may account for both the large number of graduates who did not rate these objectives as well as the large number rating the program as not effective in enabling them to meet them.

Table 20 displays the results of the survey as they apply to

Table 20

## Program Effectiveness in Enabling Achievement of Final Attitude Objectives, as Perceived by Graduates

| Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=39 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know Not Applicable 5. | |
| The student: | | | | | | |
| 1. Respects and cares for others. | | 5.1(2) | 48.7(19) | 46.2(18) | | 3.410 |
| 2. Respects and cares for him/herself. | 2.6(1) | 2.6(1) | 38.5(15) | 56.4(22) | | 3.487 |
| 3. Is genuine in interactions with others. | 2.6(1) | 5.1(2) | 38.5(15) | 53.8(21) | | 3.436 |
| 4. Is curious and willing to learn from others and his/her experiences. | | | 43.6(17) | 56.4(22) | | 3.564 |
| 5. Accepts personal responsibility for his/her behaviour, being neither over-responsible or under-responsible. | | 17.9(7) | 48.7(19) | 33.3(13) | | 3.154 |
| 6. Accepts or tolerates differences in others' values, beliefs, life-styles. | | 15.4(6) | 43.6(17) | 41.0(16) | | 3.256 |
| 7. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences on present behaviour and attitudes. | | 10.3(4) | 48.7(19) | 41.0(16) | | 3.308 |

Table 20
**continued**

Program Effectiveness in Enabling Achievement of Final Attitude Objectives, as Perceived by Graduates

| Objectives | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=39 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know Not Applicable 5. | |
| The student: | | | | | | |
| 8. Seeks to be aware of the impact on others of his/her behaviour and attitudes. | | 5.1(2) | 51.3(20) | 43.6(17) | | 3.385 |
| 9. Maintains appropriate confidentiality. | 2.6(1) | 2.6(1) | 30.8(12) | 64.1(25) | | 3.564 |
| 10. Seeks to be aware of own needs, strengths in developing relationships. | 2.6(1) | | 35.9(14) | 61.5(24) | | 3.564 |
| 11. Displays a non-blaming perspective with regard to personal, group or family problems. | | 10.3(4) | 56.4(22) | 33.3(13) | | 3.231 |
| 12. Is aware of his/her personal motivation to help. | | 10.3(4) | 38.5(15) | 51.3(20) | | 3.410 |

the effectiveness of the program in enabling achievement of the final objectives in the attitude area, as judged by program graduates.

The mean ratings of program effectiveness fall between 3. Effective and 4. Very Effective for all twelve objectives. The highest mean effectiveness ratings (3.564) are shown for objecttives 4. Is curious and willing to learn from others and his/her experiences, 9. Maintains appropriate confidentiality, and 10. Seeks to be aware of own needs, strengths in developing relationships. In descending order of mean effectiveness are objectives: 2. Respects and cares for him/her self (mean: 3.487), 3. Is genuine in interactions with others (mean: 3.487), 1. Respects and cares for others and 12. Is aware of his/her personal motivation to help (mean: 3.410), 8. Seeks to be aware of the impact of others on his/her behaviour and attitudes (mean: 3.385), 7. Seeks to be aware of the impact of others and his/her personal background... (mean: 3.308), 6. Accepts or tolerates differences in others' values, beliefs, lifestyles (mean: 3.256), 11. Displays a non-blaming perspective ...(mean: 3.231), and 5. Accepts personal responsibility... (mean: 3.154).

A substantial majority of graduates are shown to have rated the program as effective or very effective in having enabled them to meet all twelve attitude objectives. The largest majorities are shown for 4. Is curious and willing to learn from others and his/her experiences (thirty-nine respondents, 100%) and 10. Seeks to be aware of own needs, strengths in developing relationships (thirty-eight respondents, 97.4%). Majorities of thirty-seven of thirty-nine respondents (94.9%) rated the program as effective or very effective in having enabled them to meet objectives, 1. Respects and cares for others, 2. Respects and cares for him/her self, 8. Seeks to be aware of the impact on others of his/her behaviour and attitudes, and 9. Maintains appropriate confidentiality. These are followed by objectives 3. Is genuine in interaction with others (thirty-six respondents, 92.3%), 7. Seeks to be aware of the impact of others and his/her personal background..., 11. Displays a non-blaiming perspective..., and 12. Is aware of his/her personal motivation to help (thirty-five respondents, 89.7%), 6. Accepts or tolerates differences in others' values, beliefs, lifestyles (thirty-three respondents, 84.6%) and 5. Accepts personal responsibility...(thirty-two respondents, 82.1%).

In sum, the program was judged by a substantial majority (82.1% to 100%) of graduates responding to be effective or very effective in having enabled them to meet all twelve final program objectives in the attitude area. The program received its highest mean effectiveness ratings (3.564) for objectives 4. Is curious and willing to learn from others and his/her experiences, 9. Maintains appropriate confidentiality, and 10. Seeks to be aware of own needs, strengths in developing relationships, and its lowest (3.154) for objective 5. Accepts personal responsibility for his/her behaviour.

SUMMARY:

Thirty-nine graduates of the program rated the program's effectiveness in enabling them to meet final objectives in information, skill, and attitude areas.

In the information area, the program was judged effective or very effective by a majority of graduates in having enabled them to meet all fourteen objectives. In twelve of fourteen, the program was judged as such by between 58.1% and 100% of respondents. The program was judged as such by 54.1% for having enabled them to meet objective 13. Principles of recreational programming and by 51.3% for objective 4. Written, verbal and non-verbal communication.

In the skill area, the program was judged effective or very effective by a majority of graduates in having enabled them to meet twelve of sixteen objectives. The program was judged as such by between 57.9% and 92.3% of respondents for eleven objectives and by 52.6% for the twelfth (7. Using recreational activities). Half the respondents judged the program to be effective or very effective in having enabled them to meet objective 11. Providing emergency first aid, with less than half judging the program as such in enabling them to meet objectives 13. Providing personal hygiene instruction, 14. Controlling the environment in order to control accidents or illness and 12. Planning nutritionally balanced meals.

In the attitude area, the program was judged by a majority of graduates (82.1% to 100%) as effective or very effective in having enabled them to meet all twelve objectives.

### 3. Effectiveness of Selected Program Components in Enabling the Achievement of Overall Program Goals, as Perceived by Graduates.

Graduates were asked to indicate the degree to which they agreed or disagreed with statements concerning the contribution to achievement of overall program goals of these program components: field placement, program information coursework, academic service courses, skill development, and personal development.

Their responses are displayed in Table 21 as the absolute frequency and percentage of respondents replying in each rating category from 1. Strongly agree to 2. Agree, 3. Don't Know, 4. Disagree and 5. Strongly disagree.

A majority of graduates strongly agreed or agreed that all of the components listed contributed significantly to the achievement of overall program goals, 1. To prepare people as specialists in understanding and working with people and 2. To provide realistic, practical training for people working with youth.

The largest majority of graduates agreeing or strongly agreeing are shown for the program information coursework component (94.3%), followed by the skill development component (88.9%), field placement component (88.6%), the personal development component (80.0%) and lastly by the academic service courses component (55.6%).

### 4. Effectiveness of Individual Courses in Enabling the Achievement of Interim Objectives, as Perceived by Students.

Students registered in each program course during the 1977/78

Table 21

Contribution of Program Components to Achievement of Overall Program Goals, as Perceived by Graduates

| Component | | Rating:Pct.(Abs.Freq.)of Respondents | | | | |
|---|---|---|---|---|---|---|
| | n. | Strongly Agree 1. | Agree 2. | Don't Know 3. | Disagree 4. | Strongly Disagree 5. |
| 1. The field placement component contributes significantly to achieving these goals | 35 | 62.9 (22) | 25.7 (9) | 8.6 (3) | 2.9 (1) | |
| 2. The program information coursework contributes significantly to achieving these goals | 35 | 34.3 (12) | 60.0 (21) | | 5.7 (2) | |
| 3. The academic service courses contribute significantly to achieving these goals | 36 | 11.1 (4) | 44.4 (16) | 16.7 (6) | 22.2 (8) | 5.6 (2) |
| 4. The skill development part of the program contributes significantly to achieving these goals | 36 | 50.0 (18) | 38.9 (14) | 2.8 (1) | 8.3 (3) | |
| 5. The personal development part of the program contributes significantly to achieving these goals | 35 | 37.1 (13) | 42.9 (15) | 11.4 (4) | 8.6 (3) | |

term were requested to rate the degree of effectiveness of that course in enabling them to meet stated course objectives. Ratings are displayed in Tables 22 through 35 as the absolute frequency and percentage of students replying in each rating category.

## COMMUNICATIONS (EN 100.3)

Results are shown in Table 22. With adjustment to exclude Don't Know responses, between 62.5% and 100% of students responding rated Communications as effective or very effective in enabling them to meet nine of twelve interim objectives. The course was rated as such in enabling students to achieve a basic understanding of principles and concepts concerning 1.e. guidelines for the reference paper, by 43.8% of respondents, 1.d. research and library orientation, by 29.4% and, 1.f. the formal letter, by 13.3%.

## INTRODUCTORY PSYCHOLOGY (PY 101.3)

Results are shown in Table 23. With adjustment to exclude Don't Know responses, between 76.2% and 95.5% of students responding rated Introductory Psychology as effective or very effective in enabling them to meet each of the five interim objectives listed.

## INTRODUCTORY SOCIOLOGY (SO 101.3)

Results are shown in Table 24. With adjustment to exclude Don't Know responses, between 70.4% and 92.6% of students responding rated Introductory Sociology as effective or very effective in enabling them to meet seven of nine objectives. The course was rated as such in enabling students to achieve a basic understanding

Table 22

Student Rating of Course Effectiveness in Enabling Achievement of Course Objectives: Communications

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=17 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | (Categories 1-4 only) |
| 1. A basic understanding of principles and concepts concerning: | | | | | | |
| a) levels in English usage | 5.9(1) | 23.5(4) | 52.9(9) | 17.6(3) | | 2.824 |
| b) types of writing | | 17.6(3) | 52.9(9) | 29.4(5) | | 3.118 |
| c) the writing assignment | | 23.5(4) | 52.9(9) | 23.5(4) | | 3.000 |
| d) research and library orientation | 23.5(4) | 47.1(8) | 23.5(4) | 5.9(1) | | 2.176 |
| e) guidelines for the reference paper | 17.6(3) | 35.3(6) | 35.3(6) | 5.9(1) | 5.9(1) | 2.313 |
| f) the formal letter | 52.9(9) | 23.5(4) | 11.8(2) | | 11.8(2) | 1.533 |
| g) semantics | 5.9(1) | 11.8(2) | 41.2(7) | 11.8(2) | 29.4(5) | 2.833 |
| h) logic | 17.6(3) | 17.6(3) | 35.3(6) | 23.5(4) | 5.9(1) | 2.688 |
| i) non-verbal communication | | 11.8(2) | 47.1(8) | 41.2(7) | | 3.294 |
| j) essays, articles, short stories | | 23.5(4) | 52.9(9) | 23.5(4) | | 3.000 |
| k) media and their influence | | | 41.2(7) | 58.8(10) | | 3.588 |
| 2. An improved ability in basic writing skills. | 11.8(2) | 11.8(2) | 23.5(4) | 52.9(9) | | 3.176 |

Table 23

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Introductory Psychology

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=22 Mean |
|---|---|---|---|---|---|---|
| A basic understanding of principles of: | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | (Categories 1-4 only) |
| 1. development | | 4.5(1) | 86.4(19) | 9.1(2) | | 3.045 |
| 2. learning | | 9.1(2) | 68.2(15) | 22.7(5) | | 3.136 |
| 3. motivation | | 18.2(4) | 72.7(16) | 9.1(2) | | 2.909 |
| 4. personality | | 9.1(2) | 72.7(16) | 18.2(4) | | 3.091 |
| 5. abnormal behaviour | | 22.7(5) | 68.2(15) | 4.5(1) | 4.5(1) | 2.810 |

Table 24

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Introductory Sociology

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=27 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | (Categories 1-4 only) |
| A basic understanding of principles and concepts concerning: | | | | | | |
| 1. socialization | | 7.4(2) | 55.6(15) | 37.0(10) | | 3.296 |
| 2. concept of culture | | 11.1(3) | 44.4(12) | 40.7(11) | 3.7(1) | 3.308 |
| 3. social organization and stratification | | 14.8(4) | 51.9(14) | 33.3(9) | | 3.185 |
| 4. primary groups | | 18.5(5) | 51.9(14) | 29.6(8) | | 3.111 |
| 5. association | | 19.2(5) | 53.8(14) | 26.9(7) | | 3.077 |
| 6. collective behaviour | 7.4(2) | 22.2(6) | 44.4(12) | 25.9(7) | | 2.889 |
| 7. population and ecology | 7.4(2) | 44.4(12) | 29.6(8) | 18.5(5) | | 2.593 |
| 8. ethnic and minority group relations | 3.7(1) | 22.2(6) | 51.9(14) | 22.2(6) | | 2.926 |
| 9. major social institutions in Canada | 3.7(1) | 44.4(12) | 37.0(10) | 14.8(4) | | 2.630 |

of principles and concepts concerning 9. Major social institutions in Canada by 51.9% of respondents, and 7. Population and ecology by 48.1%.

## ISSUES IN YOUTH (YW 101.3)

Results are shown in Table 25. Issues in Youth was rated as effective or very effective in enabling students to meet the first objective by 100% of students responding and the second objective by 96.3% of students responding.

## FUNDAMENTALS OF HUMAN RELATIONS (PL 202.3)

Results are shown in Table 26. Fundamentals of Human Relations was rated as effective or very effective in enabling students to meet each of the seven objectives, by between 65.4% and 92.3% of students responding.

## JUVENILE DELINQUENCY (YW 202.3)

Results are shown in Table 27. Between 66.7% and 90% of students responding rated Juvenile Delinquency as effective or very effective in enabling them to meet three of four objectives, while 53.3% rated the course as such in enabling them to achieve a basic understanding of the nature and extent of juvenile delinquency.

## THEORIES OF COUNSELLING (YW 203.3)

Results are shown in Table 28. Between 86.7% and 96.7% of students responding rated Theories of Counselling as effective or very effective in enabling them to meet each of the six interim objectives listed.

Table 25

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Issues in Youth

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=27 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | |
| A basic understanding of: | | | | | | |
| 1. Major developmental issues of pre-adolescence and adolescence. | | | 33.3(9) | 66.7(18) | | 3.667 |
| 2. Sociocultural influences on youth. | | 3.7(1) | 29.6(8) | 66.7(18) | | 3.630 |

Table 26

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Fundamentals of Human Relations

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=26 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | (Categories 1-4 only) |
| 1. A basic understanding of: | | | | | | |
| a) sources of self-awareness | | 19.2(5) | 42.3(11) | 38.5(10) | | 3.192 |
| b) styles of communication | 7.7(2) | 11.5(3) | 46.2(12) | 34.6(9) | | 3.077 |
| c) principles of effective interpersonal communication | | 4.0(1) | 64.0(16) | 32.0(8) | | 3.280 (n=25) |
| 2. An ability to: | | | | | | |
| a) identify elements of one's own awareness | | 15.4(4) | 50.0(13) | 26.9(7) | 7.7(2) | 3.125 |
| b) communicate one's own awareness | 7.7(2) | 3.8(1) | 57.7(15) | 30.8(8) | | 3.115 |
| c) gather information about another person's awareness | 3.8(1) | 30.8(8) | 53.8(14) | 11.5(3) | | 2.731 |
| d) achieve a shared meaning with another person | | 7.7(2) | 61.5(16) | 30.8(8) | | 3.231 |

Table 27

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Juvenile Delinquency

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=30 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | |
| 1. An understanding of: | | | | | | |
| a) the nature and extent of juvenile delinquency | | 46.7(14) | 46.7(14) | 6.7(2) | | 2.600 |
| b) factors which contribute to the causation of juvenile delinquency | 3.3(1) | 30.0(9) | 56.7(17) | 10.0(3) | | 2.733 |
| c) legislation affecting youth | | 10.0(3) | 43.3(13) | 46.7(14) | | 3.367 |
| 2. An awareness of several current treatment approaches and facilities. | 3.3(1) | 20.0(6) | 46.7(14) | 30.0(9) | | 3.033 |

Table 28

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Theories of Counselling

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=30 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | |
| 1. A basic understanding of: | | | | | | |
| a) the nature of the helping relationship | | 3.3(1) | 23.3(7) | 73.3(22) | | 3.700 |
| b) analytic approaches to counselling | | 3.3(1) | 16.7(5) | 80.0(24) | | 3.767 |
| c) behavioural approaches to counselling | | 3.3(1) | 26.7(8) | 70.0(21) | | 3.667 |
| d) Gestalt and Reality therapies | | 6.7(2) | 16.7(5) | 76.7(23) | | 3.700 |
| e) physiological approaches | | 13.3(4) | 43.3(13) | 43.3(13) | | 3.300 |
| 2. An awareness of your personal motivation and attitudes toward helping. | | 3.3(1) | 23.3(7) | 73.3(22) | | 3.700 |

GROUP PROCESS (YW 204.3)

Results are shown in Table 29. Between 64.3% and 96.4% of students responding rated Group Process as effective or very effective in enabling them to meet each of the thirteen interim objectives listed.

YOUTH COUNSELLING I (YW 303.3)

Results are shown in Table 30. Between 77.8% and 100% of students responding rated Youth Counselling I as effective or very effective in enabling them to meet each of the six interim objectives listed.

RECREATION AND YOUTH (YW 304.3)

Results are shown in Table 31. Between 64.3% and 78.6% of students responding rated Recreation and Youth as effective or very effective in enabling them to meet three of the four objectives listed. The course was rated effective or very effective by 57.1% of students responding with regard to objective 3. An ability to design appropriate recreational activities.

TREATMENT METHODS (YW 305.3)

Results are shown in Table 32. Between 73.3% and 93.3% of students responding rated Treatment Methods as effective or very effective in enabling them to meet each of the six interim objectives listed.

YOUTH COUNSELLING II (YW 403.3)

Results are shown in Table 33. With adjustment to exclude Don't Know responses, between 88.2% and 100% of students responding

Table 29

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Group Process

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=28 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | |
| 1. A basic understanding of principles and concepts related to: | | | | | | |
| a) perception and communication | | 14.3(4) | 60.7(17) | 25.0(7) | | 3.107 |
| b) membership in groups | | 13.4(4) | 53.6(15) | 32.1(9) | | 3.179 |
| c) norms, group pressure, group standards | | 7.1(2) | 50.0(14) | 42.9(12) | | 3.357 |
| d) group goals | | 14.3(4) | 50.0(14) | 35.7(10) | | 3.214 |
| e) leadership | | 10.7(3) | 57.1(16) | 32.1(9) | | 3.214 |
| f) group problem solving and decision making | | 3.6(1) | 67.9(19) | 28.6(8) | | 3.250 |
| g) evolution of working group | | 35.7(10) | 53.6(15) | 10.7(3) | | 2.750 |
| 2. An awareness of: | | | | | | |
| a) your own style of relating within a group | | 14.3(4) | 42.9(12) | 42.9(12) | | 3.286 |
| b) the effect others in a group can have on you | | 21.4(6) | 35.7(10) | 42.9(12) | | 3.214 |
| c) the effect you can have on others in a group | | 28.6(8) | 32.1(9) | 39.3(11) | | 3.107 |

Table 29
**continued**

Student Rating of Course Effectiveness in Enabling Achievement of Course Objectives: Group Process

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=28 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | |
| d) the effect of changes in group environment upon you | | 17.9(5) | 46.4(13) | 35.7(10) | | 3.179 |
| 3. An appreciation of effectively functioning groups and group skills in maintaining or establishing esteem and support for group members. | | 10.7(3) | 60.7(17) | 28.6(8) | | 3.179 |
| 4. An improved ability to communicate effectively in group situations. | | 25.0(7) | 50.0(14) | 25.0(7) | | 3.000 |

Table 30

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Youth Counselling I

| Objectives | Degree of Effectiveness: Pct. (Abs. Freq.) of Respondents: Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | n=19 Mean (Categories 1-4 only) |
|---|---|---|---|---|---|---|
| 1. An understanding of the characteristics and role of one-to-one helping skills. | | | 61.1(11) | 38.9(7) | | 3.389 (n=18) |
| 2. An understanding of stages of the helping process. | | 15.8(3) | 52.6(10) | 31.6(6) | | 3.158 |
| 3. An ability to interact with an individual in a manner which promotes feelings of safety and acceptance, by an ability to use: | | | | | | |
| a) listening skills | | 5.3(1) | 42.1(8) | 47.4(9) | 5.3(1) | 3.444 |
| b) leading skills | | 21.1(4) | 42.1(8) | 31.6(8) | 5.3(1) | 3.111 |
| c) reflecting skills | | 5.3(1) | 52.6(10) | 36.8(7) | 5.3(1) | 3.333 |
| d) summarizing skills, effectively | | 15.8(3) | 52.6(10) | 26.3(5) | 5.3(1) | 3.111 |

Table 31

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Recreation and Youth

| Objectives | Degree of Effectiveness: Pct. (Abs. Freq.) of Respondents | | | | | n=14 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | |
| 1. An understanding of: | | | | | | |
| a) the therapeutic uses of recreation | | 35.7(5) | 64.3(9) | | | 2.643 |
| b) the psychological, social, physiological components of recreational activities | 7.1(1) | 28.6(4) | 57.1(8) | 7.1(1) | | 2.643 |
| 2. An awareness of community and personal recreational resources. | | 21.4(3) | 42.9(6) | 35.7(5) | | 3.143 |
| 3. An ability to design appropriate recreational activities. | 14.3(2) | 28.6(4) | 50.0(7) | 7.1(1) | | 2.500 |

Table 32

### Student Rating of Course Effectiveness in Enabling Achievement of Course Objectives: Treatment Methods

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=15 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | (Categories 1-4 only) |
| 1. An understanding of the concept and dynamics of "life-space" counselling. | | 6.7(1) | 60.0(9) | 26.7(4) | 6.7(1) | 3.214 |
| 2. An understanding of the psychodynamic treatment model. | 6.7(1) | 13.3(2) | 33.3(5) | 46.7(7) | | 3.200 |
| 3. An understanding of the behavioural treatment model. | | 13.3(2) | 33.3(5) | 53.3(8) | | 3.400 |
| 4. An ability to identify intrapersonal and interpersonal dynamics according to various treatment models. | | 6.7(1) | 53.3(8) | 40.0(6) | | 3.333 |
| 5. An ability to apply treatment principles from different models to: | | | | | | |
| a) immediate interventions | | 13.3(2) | 46.7(7) | 40.0(6) | | 3.267 |
| b) treatment program design | | 26.7(4) | 40.0(6) | 33.3(5) | | 3.067 |

Table 33

### Student Rating of Course Effectiveness in Enabling Achievement of Course Objectives: Youth Counselling II

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=18 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | (Categories 1-4 only) |
| 1. An improved understanding of the characteristics and role of one-to-one helping skills. | | | 44.4(8) | 55.6(10) | | 3.556 |
| 2. A basic understanding of the dynamics of helping in a group context. | | 5.6(1) | 50.0(9) | 44.4(8) | | 3.389 |
| 3. An ability to use yourself and the encironment to facilitate personal development and behaviour change in young people by: | | | | | | |
| a) using confrontation skills | | 5.6(1) | 38.9(7) | 55.6(10) | | 3.500 |
| b) using problem-solving skills | | 11.1(2) | 44.4(8) | 44.4(8) | | 3.333 |
| c) using information giving skills | | | 61.1(11) | 38.9(7) | | 3.389 |
| 4. An ability to use helping skills in a group context. | | | 72.2(13) | 27.8(4) | | 3.278 |
| 5. An ability to use yourself and the environment to manage and utilize courses. | | 5.6(1) | 61.1(11) | 33.3(6) | | 3.278 |
| 6. An ability to establish and maintain a personal support system within and outside a work setting. | | 11.1(2) | 38.9(7) | 44.4(8) | 5.6(1) | 3.353 |

rated Youth Counselling II as effective or very effective in enabling them to meet each of the eight interim objectives listed.

## FAMILY DYNAMICS (SS 202.3)

Results are shown in Table 34, Between 77.8% and 94.4% of students responding rated Family Dynamics as effective or very effective in enabling them to meet each of the six interim objectives listed.

## HEALTH ISSUES (CO 211.3)

Results are shown in Table 35. Between 64.7% and 100% of students responding rated Health Issues as effective or very effective in enabling them to meet ten of the eleven objectives listed, while the course was rated as such by only 47.1% (adjusted to exclude Don't Know response) of students with regard to objective 3. An ability to plan nutritionally balanced meals.

## SUMMARY

Students registered in 1977/78 term were asked to rate the effectiveness of each course in which they were enrolled in terms of its enabling them to meet stated interim objectives.

Courses were rated as effective or very effective by more than 60% of students responding with regard to ninety objectives of a total of ninety-eight. Only eight were not judged as such by at least 60% of students responding. These eight were, a basic understanding of principles and concepts concerning guidelines for the reference paper, research and library orientation and the formal letter (objectives of EN 100.3 Communications), a basic under-

Table 34

Student Rating of Course Effectiveness in Enabling
Achievement of Course Objectives: Family Dynamics

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=18 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | (Categories 1-4 only) |
| 1. An understanding of: | | | | | | |
| a) the system characteristics of the family | | 5.6(1) | 16.7(3) | 77.8(14) | | 3.722 |
| b) family roles | | 5.6(1) | 16.7(3) | 77.8(14) | | 3.722 |
| c) family life cycle | | 5.6(1) | 41.2(7) | 47.1(8) | 5.9(1) | 3.438 (n= 17) |
| d) communication patterns within the family | | 11.8(2) | 23.5(4) | 64.7(11) | | 3.529 (n= 17) |
| e) the extended family | | 22.2(4) | 38.9(7) | 38.9(7) | | 3.167 |
| 2. An improved ability to interact effectively with families or family members. | | 11.1(2) | 38.9(7) | 44.4(8) | 5.6(1) | 3.353 |

Table 35

Student Rating of Course Effectiveness in Enabling Achievement of Course Objectives: Health Issues

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=18<br>Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | (Categories 1-4 only) |
| 1. A basic understanding of concepts and principles of: | | | | | | |
| a) wellness | | 33.3(6) | 50.0(9) | 16.7(3) | | 2.833 |
| b) nutrition | 5.9(1) | 29.4(5) | 58.8(10) | 5.9(1) | | 2.647(n=17) |
| c) personal hygiene | | 33.3(6) | 38.9(7) | 27.8(5) | | 2.944 |
| d) illness and accident prevention | | 27.8(5) | 55.6(10) | 16.7(3) | | 2.889 |
| e) first aid | | | 44.4(8) | 55.6(10) | | 3.556 |
| 2. An ability to administer basic first aid. | | 5.9(1) | 35.3(6) | 58.8(10) | | 3.529 (n=17) |
| 3. An ability to plan nutritionally balanced meals. | 27.8(5) | 22.2(4) | 33.3(6) | 11.1(2) | 5.6(1) | 2.294 |
| 4. An ability to provide personal hygiene instruction. | 11.1(2) | 22.2(4) | 38.9(7) | 27.8(5) | | 2.833 |
| 5. An ability to control the environment in order to prevent accidents or illness. | | 16.7(3) | 61.1(11) | 22.2(4) | | 3.056 |
| 6. An awareness of your own attitudes regarding sexuality. | | 11.8(2) | 41.2(7) | 47.1(8) | | 3.353 (n=17) |

Table 35
**continued**

Student Rating of Course Effectiveness in Enabling Achievement of Course Objectives: Health Issues

| Objectives | Degree of Effectiveness:Pct.(Abs.Freq.)of Respondents | | | | | n=18 Mean |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know 5. | (Categories 1-4 only) |
| 7. An awareness of how your own attitudes regarding sexuality affect your working with young people. | | 11.1(2) | 44.4(8) | 44.4(8) | | 3.333 |

standing of principles and concepts concerning major social institutions in Canada, and population and ecology (objectives of SO 101.3 Introductory Sociology), a basic understanding of the nature and extent of juvenile delinquency (objective of YW 202.3 Juvenile Delinquency), an ability to design appropriate recreational activities (objective of YW 304.3 Recreation and Youth) and, an ability to plan nutritionally balanced meals (objective of CO 211.3 Health Issues).

### 5. Effectiveness of Instructional Factors in Individual Courses, Field Placement and Integration Seminars, as Perceived by Students.

#### a. Individual Courses

All students registered during the 1977/78 term were requested to rate nineteen instructional factors for the degree to which improvement in them was needed, for each course in which they were enrolled that year. They were also asked to identify instructional methodology used, and its effectiveness, for each course. Class sizes were to be judged as too large, too small, or about right. Finally, they rated each course as to its overall quality.

Results are displayed in Tables 36 to 63 as the absolute frequency and percentage of respondents per rating category. Instructional factors rated are also listed therein.

#### COMMUNICATIONS (EN 100.3)

Results are displayed in Tables 36 and 37. With adjustment to exclude Don't Know responses, between 62.5% and 100% of students rated seventeen of eighteen instructional factors related to

TABLE **36** STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: EN 100.3 COMMUNICATIONS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 17 | 88.2(15) | | 11.8(2) | | | | 1.235 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 17 | 41.2(7) | 17.6(3) | 29.4(5) | | 11.8(2) | | 1.867 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 17 | 88.2(15) | | 11.8(2) | | | | 1.235 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 17 | 82.4(14) | 17.6(3) | | | | | 1.176 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 17 | 52.9(9) | 23.5(4) | | | 23.5(4) | | 1.308 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 17 | 64.7(11) | 35.3(6) | | | | | 1.353 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 17 | 35.3(6) | 23.5(4) | 11.8(2) | 5.9(1) | | 23.5(4) | 1.846 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 17 | 70.6(12) | 23.5(4) | 5.9(1) | | | | 1.353 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 17 | 47.1(8) | 11.8(2) | 11.8(2) | 17.6(3) | 5.9(1) | 5.9(1) | 2.000 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 17 | 47.1(8) | 17.6(3) | 17.6(3) | 11.8(2) | 5.9(1) | | 1.938 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 17 | 41.2(7) | 29.4(5) | 29.4(5) | | | | 1.882 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 17 | 52.9(9) | 23.5(4) | 5.9(1) | 5.9(1) | | 11.8(2) | 1.600 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 17 | 35.3(6) | 47.1(8) | 5.9(1) | 5.9(1) | 5.9(1) | 5.9(1) | 1.667 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 17 | 52.9(9) | 23.5(4) | 5.9(1) | | | 17.6(3) | 1.429 |
| WORKLOAD IN COURSE WAS REASONABLE. | 17 | 70.6(12) | 17.6(3) | 5.9(1) | 5.9(1) | | | 1.471 |
| GRADING SYSTEM USED WAS FAIR. | 17 | 94.1(16) | 5.9(1) | | | | | 1.059 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 17 | 76.5(13) | 5.9(1) | 5.9(1) | | | 11.8(2) | 1.200 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 17 | 52.9(9) | 17.6(3) | 5.9(1) | | 11.8(2) | 11.8(2) | 1.385 |

TABLE **37** STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: COMMUNICATIONS

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS: PCT. (ABS.FREQ.) OF RESPONDENTS 1. VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5. NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 17 | 64.7(11) | 17.6(3) | 17.6(3) | | | 1.529 |
| 2. FILMS. | 16 | 62.5(10) | 18.8(3) | 12.5(2) | 6.3(1) | | 1.625 |
| 3. STUDENT PROJECTS. | 15 | 46.7(7) | 33.3(5) | 13.3(2) | | 6.7(1) | 1.867 |
| 4. SLIDE-TAPE OR OTHER AUDIO VISUALS. | 14 | 57.1(8) | 28.6(4) | 14.3(2) | | | 1.571 |
| 5. CLASS DISCUSSION. | 17 | 64.7(11) | 23.5(4) | 11.8(2) | | | 1.471 |

THE CLASS SIZE WAS: (25) TOO LARGE: 5.9(1) TOO SMALL: ABOUT RIGHT: 94.1(16) N=17

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 35.3(6) | 35.3(6) | 11.8(2) | 17.6(3) | | 2.118 |

Communications as needing very little or no improvement. The objective: information presented in text or readings seemed relevant to course objectives was rated by 58.8% of respondents as needing no or very little improvement, 17.7% as needing some or major improvement and 23.5% as not applicable. Class size was judged to be about right by 94.1%, and too large by 5.9%. Of the six instructional methods identified by most students as being used (lecture, films, student projects, slide-tape or other audio-visuals, class discussion) all were rated by majorities of between 92.3% and 100% as being effective or better. Overall, course quality was regarded as satisfactory or better by 82.4% of students responding, as excellent by 35.3%.

## INTRODUCTORY PSYCHOLOGY (PY 101.3)

Results are displayed in Tables 38 and 39. With adjustment to exclude Don't Know responses, thirteen factors were rated as needing very little or no improvement by between 66.7% and 90.9% of students responding. Majorities of 54.5% of students responding indicated very little or no improvement needed in factors: sufficient time to acquire appropriate knowledge and sufficient time to acquire appropriate skills, leaving 45.5% rating these factors as needing some or major improvement. A majority of 54.5% rated the factor: opportunities were provided for students to learn at their own speed, as needing some or major improvement, as did 77.3% with regard to the factor: opportunities were provided for students to learn to apply theory to practice. The factor: opportunities were provided to develop self awareness and foster personal growth, was rated by 54.5% of students responding as needing some or major

TABLE 38 STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: PY 101.3 INTRODUCTORY PSYCHOLOGY

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 22 | 63.6(14) | 13.6(3) | 18.2(4) | 4.5(1) | | | 1.636 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 22 | 36.4(8) | 31.8(7) | 22.7(5) | | 4.5(1) | 4.5(1) | 1.682 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 22 | 72.7(16) | 13.6(3) | 13.6(3) | | | | 1.409 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 22 | 36.4(8) | 50.0(11) | 13.6(3) | | | | 1.773 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 22 | 45.5(10) | 45.5(10) | 9.1(2) | | | | 1.636 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 22 | 54.5(12) | 27.3(6) | 18.2(4) | | | | 1.636 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 22 | 59.1(13) | 36.4(8) | 4.5(1) | | | | 1.455 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 18 | 61.1(11) | 16.7(3) | 22.2(4) | | | | 1.611 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 22 | 22.7(5) | 31.8(7) | 40.9(9) | 4.5(1) | | | 2.273 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 22 | 31.8(7) | 22.7(5) | 36.4(8) | 9.1(2) | | | 2.227 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 22 | 18.2(4) | 27.3(6) | 27.3(6) | 27.3(6) | | | 2.636 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 22 | 9.1(2) | 40.9(9) | | 22.7(5) | | 27.3(6) | 3.188 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 22 | 9.1(2) | 13.6(3) | 50.0(11) | 27.3(6) | | | 2.955 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 22 | 9.1(2) | 36.4(8) | 45.5(10) | 9.1(2) | | | 2.727 |
| WORKLOAD IN COURSE WAS REASONABLE. | 22 | 40.9(9) | 31.8(7) | 18.2(4) | 9.1(2) | | | 1.955 |
| GRADING SYSTEM USED WAS FAIR. | 22 | 50.0(11) | 27.3(6) | 18.2(4) | 4.5(1) | | | 1.773 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 22 | 40.9(9) | 22.7(5) | 9.1(2) | 9.1(2) | 9.1(2) | 9.1(2) | 1.833 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 22 | 50.0(11) | 13.6(3) | 9.1(2) | 9.1(2) | 4.5(1) | 13.6(3) | 1.722 |

TABLE 39 STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: INTRODUCTORY PSYCHOLOGY

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 18 | 16.7(3) | 22.2(4) | 44.4(8) | 16.7(4) | | 2.611 |
| 2. FILMS. | 18 | 27.8(5) | 33.3(6) | 33.3(6) | 5.6(1) | | 2.167 |
| 3. STUDENT PROJECTS. | 16 | 6.3(1) | 43.8(7) | 25.0(4) | 18.8(3) | 6.3(1) | 2.750 |
| 4. CLASS DISCUSSION. | 18 | 16.7(3) | 33.3(2) | 50.0(9) | | | 2.333 |

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THE CLASS SIZE WAS: (40) TOO LARGE: 86.4(19) TOO SMALL: ABOUT RIGHT: 13.6(3) N=22

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | | 22.7(5) | 68.2(15) | 9.1(2) | | 2.864 |

improvement. The factor: opportunities were provided for students to work in small groups was rated as needing very little or no improvement by 50% of respondents, major improvement by 22.7% and as not applicable by 27.3%. Class size was seen as too large by 86.4%, as about right by 13.6%. Of the four instructional methods identified by most students as being used (lecture, films, student projects, class discussion) all were rated as being effective or better by between 75% and 100% of respondents. Overall quality of this course was rated as satisfactory or better by 90.9% of students responding.

### INTRODUCTORY SOCIOLOGY (SO 101.3)

Results are displayed in Tables 40 and 41. Between 63.0% and 96.3% of students responding rated fourteen factors as needing very little or no improvement. The factor: information presented in class was understandable, was rated by 59.2% as needing very little or no improvement. The factor: opportunities were provided to develop self awareness and foster personal growth, was rated as needing very little or no improvement by 51.8%, some or major improvement by 44.4% and as not applicable by 3.7%. The factor: opportunities were provided for students to work in small groups, was rated as needing very little or no improvement by 40.7%, as needing some or major improvement by 51.9% and as not applicable by 7.4%. The factor: opportunities were provided for students to learn to apply theory to practice, was rated by 44.4% as needing little or no improvement, by 51.9% as needing some or major improvement and as not applicable by 3.7% of students responding. Class size was judged to be too large by 74.1% and about right by 25.9%

TABLE 40 STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: SO 101.3 INTRODUCTORY SOCIOLOGY

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 27 | 70.4(19) | 22.2(6) | 7.4(2) | | | | 1.370 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 27 | 40.7(11) | 37.0(10) | 14.8(4) | | | 7.4(2) | 1.720 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 27 | 77.8(21) | 11.1(3) | 7.4(2) | 3.7(1) | | | 1.370 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 27 | 33.3(9) | 25.9(7) | 33.3(9) | 7.4(2) | | | 2.148 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 27 | 22.2(6) | 40.7(11) | 33.3(9) | 3.7(1) | | | 2.185 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 27 | 48.1(13) | 40.7(11) | 11.1(3) | | | | 1.630 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 27 | 55.6(15) | 37.0(10) | 7.4(2) | | | | 1.519 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 26 | 73.1(19) | 23.1(6) | 3.8(1) | | | | 1.308 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 27 | 33.3(9) | 33.3(9) | 29.6(8) | 3.7(1) | | | 2.037 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 27 | 25.9(7) | 40.7(11) | 29.6(8) | 3.7(1) | | | 2.111 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 27 | 22.2(6) | 40.7(11) | 33.3(9) | 3.7(1) | | | 2.185 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 27 | 25.9(7) | 14.8(4) | 37.0(10) | 14.8(4) | | 7.4(2) | 2.440 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 27 | 18.5(5) | 25.9(7) | 44.4(12) | 7.4(2) | | 3.7(1) | 2.423 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 27 | 22.2(6) | 29.6(8) | 33.3(9) | 11.1(3) | | 3.7(1) | 2.346 |
| WORKLOAD IN COURSE WAS REASONABLE. | 27 | 66.7(18) | 29.6(8) | 3.7(1) | | | | 1.370 |
| GRADING SYSTEM USED WAS FAIR. | 27 | 77.8(21) | 11.1(3) | 7.4(2) | 3.7(1) | | | 1.370 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 27 | 59.3(16) | 11.1(3) | 7.4(2) | 7.4(2) | 14.8(4) | | 1.565 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 26 | 55.6(15) | 11.1(3) | 11.1(3) | 3.7(1) | 14.8(4) | | 1.545 |

TABLE **41** STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: INTRODUCTORY SOCIOLOGY

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 26 | 50.0(13) | 38.5(10) | 7.7(2) | 3.8(1) | | 1.654 |
| 2. FILMS. | 12 | 33.3(4) | 41.7(5) | 16.7(2) | | 8.3(1) | 2.083 |
| 3. GUEST SPEAKERS. | 19 | 63.2(12) | 31.6(6) | 5.3(1) | | | 1.421 |
| 4. STUDENT PROJECTS. | 25 | 68.0(17) | 20.0(5) | 12.0(3) | | | 1.440 |
| 5. CLASS DISCUSSION. | 25 | 48.0(12) | 32.0(8) | 20.0(5) | | | 1.720 |

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THE CLASS SIZE WAS: TOO LARGE: 74.1(20) TOO SMALL: ABOUT RIGHT: 25.9(7) N=27

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 22.2(6) | 37.0(10) | 33.3(9) | 7.4(2) | | 2.259 |

of students responding. Of the five instructional methods identified by most students as being used (lecture, films, guest speakers, student projects, class discussion) all were rated as effective or better by between 91.7% and 100% of respondents. Overall quality of the course was rated as satisfactory or better by 92.6% of students responding, and as excellent by 22.2%.

### ISSUES IN YOUTH (YW 101.3)

Results are displayed in Tables 42 and 43. Between 62.9% and 100% of students responding rated each of the eighteen instructional factors as needing very little or no improvement. Class size was judged to be too large by 84.6% and about right by 15.4% of respondents. Of the six instructional methods identified by most students as being used (lecture, films, guest speakers, student projects, class discussion and simulations) all were rated as effective or better by between 61.1% and 100% of students responding. Overall quality of the course was rated as satisfactory or better by 92.6% of respondents, as excellent by 59.3%.

### FUNDAMENTALS OF HUMAN RELATIONS (PL 202.3)

Results are displayed in Tables 44 and 45. Between 65.4% and 88.5% of students responding rated fourteen of eighteen instructional factors as needing very little or no improvement. Factor: sufficient time in course to acquire the appropriate knowledge was rated by 50% of respondents as requiring very little or no improvement and by 50% as requiring some or major improvement. For three factors a majority of students regarded some or major improvement as being needed. They were: scheduling of class hours was suitable

TABLE **42** STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: YW 101.3 ISSUES IN YOUTH

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 27 | 81.5(22) | 14.8(4) | 3.7(1) | | | | 1.222 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 27 | 59.3(16) | 37.0(10) | 3.7(1) | | | | 1.444 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 27 | 81.5(22) | 18.5(5) | | | | | 1.185 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 27 | 85.2(23) | 14.8(4) | | | | | 1.148 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 27 | 37.0(10) | 25.9(7) | 22.2(6) | 14.8(4) | | | 2.148 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 27 | 92.6(25) | 7.4(2) | | | | | 1.074 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 27 | 51.9(14) | 18.5(5) | 22.2(6) | 7.4(2) | | | 1.852 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 26 | 55.6(15) | 18.5(5) | 14.8(4) | 7.4(2) | | | 1.731 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 27 | 59.3(16) | 29.6(8) | 11.1(3) | | | | 1.519 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 27 | 59.3(16) | 29.6(8) | 7.4(2) | | | 3.7(1) | 1.462 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 27 | 37.0(10) | 37.0(10) | 22.2(6) | | | 3.7(1) | 1.846 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 27 | 37.0(10) | 33.3(9) | 25.9(7) | | 3.7(1) | | 1.885 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 27 | 44.4(12) | 22.2(6) | 18.5(5) | 3.7(1) | 3.7(1) | 3.7(1) | 1.792 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 27 | 59.3(16) | 29.6(8) | 7.4(2) | 3.7(1) | | | 1.556 |
| WORKLOAD IN COURSE WAS REASONABLE. | 27 | 48.1(13) | 40.7(11) | 11.1(3) | | | | 1.630 |
| GRADING SYSTEM USED WAS FAIR. | 27 | 77.8(21) | 18.5(5) | 3.7(1) | | | | 1.296 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 27 | 59.3(16) | 14.8(4) | | | 14.8(4) | 11.1(3) | 1.200 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 27 | 70.4(19) | 7.4(2) | | | 11.1(3) | 11.1(3) | 1.095 |

TABLE **43** STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: ISSUES IN YOUTH

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 26 | 84.6(22) | 15.4(4) | | | | 1.154 |
| 2. FILMS. | 24 | 25.0(6) | 50.0(12) | 25.0(6) | | | 2.000 |
| 3. GUEST SPEAKERS. | 18 | 22.2(4) | 5.6(1) | 33.3(6) | 33.3(6) | 5.6(1) | 2.944 |
| 4. STUDENT PROJECTS. | 19 | 42.1(8) | 26.3(5) | 15.8(3) | 10.5(2) | 5.3(1) | 2.105 |
| 5. CLASS DISCUSSION. | 26 | 84.6(22) | 15.4(4) | | | | 1.154 |
| 6. SIMULATIONS. | 20 | 60.0(12) | 25.0(5) | 15.0(3) | | | 1.550 |

THE CLASS SIZE WAS: (50) TOO LARGE: 84.6(22) TOO SMALL: ABOUT RIGHT: 15.4(4) N=27

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 59.3(16) | 25.9(7) | 7.4(2) | 7.4(2) | | 1.630 |

TABLE **44** STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: PL 202.3 FUNDAMENTALS OF HUMAN RELATIONS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 26 | 46.2(12) | 30.8(8) | 19.2(5) | 3.8(1) | | | 1.808 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 26 | 26.9(7) | 42.3(11) | 23.1(6) | | | 7.7(2) | 1.958 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 26 | 34.6(9) | 34.6(9) | 19.2(5) | 7.7(2) | 3.8(1) | | 2.000 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 26 | 11.5(3) | 65.4(17) | 15.4(4) | 7.7(2) | | | 2.192 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 26 | 38.5(10) | 30.8(8) | 23.1(6) | 7.7(2) | | | 2.000 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 26 | 46.2(12) | 38.5(10) | 15.4(4) | | | | 1.692 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 26 | 46.2(12) | 38.5(10) | 11.5(3) | 3.8(1) | | | 1.731 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 26 | 11.5(3) | 15.4(4) | 34.6(9) | 38.5(10) | | | 3.000 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 26 | 23.1(6) | 26.9(7) | 38.5(10) | 11.5(3) | | | 2.385 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 26 | 15.4(4) | 23.1(6) | 53.8(14) | 7.7(2) | | | 2.538 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 26 | 15.4(4) | 26.9(7) | 42.3(11) | 15.4(4) | | | 2.577 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 26 | 30.8(8) | 38.5(10) | 26.9(7) | 3.8(1) | | | 2.038 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 26 | 30.8(8) | 34.6(9) | 19.2(5) | 15.4(4) | | | 2.192 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 26 | 23.1(6) | 61.5(16) | 15.4(4) | | | | 1.923 |
| WORKLOAD IN COURSE WAS REASONABLE. | 26 | 65.4(17) | 23.1(6) | 7.7(2) | 3.8(1) | | | 1.500 |
| GRADING SYSTEM USED WAS FAIR. | 26 | 34.6(9) | 42.3(11) | 15.4(4) | 7.7(2) | | | 1.962 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 26 | 46.2(12) | 19.2(5) | 11.5(3) | | 15.4(4) | 7.7(2) | 1.550 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 26 | 50.0(13) | 26.9(7) | 7.7(2) | | 11.5(3) | 3.8(1) | 1.500 |

TABLE **45** STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: FUNDAMENTALS OF HUMAN RELATIONS

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS: PCT. (ABS.FREQ.) OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 24 | 21.7(5) | 56.5(13) | 21.7(5) | | | 2.000 |
| 2. FILMS. | 18 | 33.3(6) | 33.3(6) | 33.3(6) | | | 2.000 |
| 3. ROLE-PLAY. | 21 | 19.0(4) | 38.1(8) | 38.1(8) | 4.8(1) | | 2.286 |
| 4. CLASS DISCUSSION. | 25 | 32.0(8) | 36.0(9) | 24.0(6) | 8.0(2) | | 2.080 |
| 5. SIMULATIONS | 17 | 29.4(5) | 47.1(8) | 23.5(4) | | | 1.941 |

THE CLASS SIZE WAS: (50) TOO LARGE: 96.2(25) TOO SMALL: ABOUT RIGHT: 3.8(1) N=26
Team Taught

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 15.4(4) | 26.9(7) | 50.0(13) | 7.7(2) | | 2.500 |

to nature and objectives of course (73.1%), sufficient time in course to develop the appropriate skills (61.5%) and opportunities were provided for students to learn at their own speed (57.7%). Class size was judged to be too large by 96.2% and as about right by 3.8% of students responding. Of the five instructional methods identified by most students as being used (lecture, films, role-play, class discussion, simulations) all were rated as effective or better by 92% to 100% of respondents. Overall quality of the course was rated as satisfactory or better by 92.3%, as excellent by 15.4% of students responding. Additional comments by some students indicated that the three hour block in which this class was scheduled was too long and too late in the day. Several emphasized that the class size was too large. Some found the workbook associated with the text as not worthwhile.

### JUVENILE DELINQUENCY (YW 202.3)

Results are displayed in Tables 46 and 47. Between 60% and 96.7% of students responding rated fourteen of eighteen instructional factors as needing very little or no improvement. The factor: clear statement of course content and objectives was provided at beginning of course, was rated by 56.7% as needing very little or no improvement, 43.4% as needing some or major improvement. The factor: opportunities were provided for students to work in small groups, was rated by 53.3% as needing very little or no improvement, 43.3% as needing some or major improvement, and as not applicable by 3.3%. The factor: opportunities were provided for students to develop self awareness and personal growth was rated by 40% as needing very little or no improvement, by 40% as needing some

TABLE **46** STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: YW 202.3 JUVENILE DELINQUENCY

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | (CATEGORIES 1-4 ONLY) |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 30 | 26.7(8) | 30.0(9) | 36.7(11) | 6.7(2) | | | 2.233 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 30 | 26.7(8) | 33.3(10) | 40.0(12) | | | | 2.133 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 30 | 46.7(14) | 23.3(7) | 20.0(6) | 10.0(3) | | | 1.933 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 30 | 13.3(4) | 50.0(15) | 20.0(6) | 16.7(5) | | | 2.400 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 30 | 23.3(7) | 56.7(17) | 13.3(4) | 6.7(2) | | | 2.033 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 30 | 26.7(8) | 40.0(12) | 30.0(9) | 3.3(1) | | | 2.100 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 30 | 40.0(12) | 43.3(13) | 16.7(5) | | | | 1.767 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 30 | 70.0(21) | 16.7(5) | 3.3(1) | 10.0(3) | | | 1.533 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 30 | 23.3(7) | 50.0(15) | 23.3(7) | 3.3(1) | | | 2.067 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 30 | 16.7(5) | 43.3(13) | 23.3(7) | 10.0(3) | | 6.7(2) | 2.286 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 30 | 30.0(9) | 60.0(18) | 6.7(2) | | 3.3(1) | | 1.759 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 30 | 20.0(6) | 33.3(10) | 33.3(10) | 10.0(3) | | 3.3(1) | 2.345 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 30 | 6.7(2) | 26.7(8) | 30.0(9) | 23.3(7) | 3.3(1) | 10.0(3) | 2.808 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 30 | 13.3(4) | 26.7(8) | 26.7(8) | 13.3(4) | 3.3(1) | 16.7(5) | 2.500 |
| WORKLOAD IN COURSE WAS REASONABLE. | 30 | 63.3(19) | 36.7(11) | | | | | 1.367 |
| GRADING SYSTEM USED WAS FAIR. | 30 | 66.7(20) | 30.0(9) | 3.3(1) | | | | 1.367 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 30 | 36.7(11) | 36.7(11) | | 3.3(1) | 10.0(3) | 13.3(4) | 1.609 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 30 | 63.3(19) | 20.0(6) | 3.3(1) | 10.0(3) | 3.3(1) | | 1.692 |

TABLE **47** STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: JUVENILE DELINQUENCY

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | MEAN |
|---|---|---|---|---|---|---|---|
| | | 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | |
| 1. LECTURE. | 30 | 3.3(1) | 33.3(10) | 40.0(12) | 20.0(6) | 3.3(1) | 2.867 |
| 2. FILMS. | 21 | 19.0(4) | 52.4(11) | 28.6(6) | | | 2.095 |
| 3. GUEST SPEAKERS. | 30 | 36.7(11) | 40.0(12) | 23.3(7) | | | 1.867 |
| 4. STUDENT PROJECTS. | 29 | 20.7(6) | 48.3(14) | 27.6(8) | 3.4(1) | | 2.138 |
| 5. SLIDE-TAPE OR OTHER AUDIO VISUALS. | 16 | 6.3(1) | 43.8(7) | 50.0(8) | | | 2.438 |
| 6. CLASS DISCUSSION. | 29 | 13.8(4) | 44.8(13) | 27.6(8) | 13.8(4) | | 2.414 |

THE CLASS SIZE WAS: (35) TOO LARGE: 37.9(11) TOO SMALL: ABOUT RIGHT: 62.1(18) N=29

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | | 16.7(5) | 60.0(18) | 16.7(5) | 6.7(2) | 3.133 |

or major improvement and by 16.7% as not applicable. Only one factor was rated by a majority of students as requiring some or major improvement and that was: opportunities, were provided for students to learn to apply theory to practice (53.3% some or major, 33.4% very little or no, 10.0% not applicable). Class size was judged to be about right by 62.1% and too large by 37.9% of students responding. Of the six instructional methods identified by most students as having been used (lecture, films, guest speakers, student projects, slide-tape or other audio-visuals, class discussion) all were regarded as effective or better by between 76.7% and 100% of students responding. Overall quality of the course was rated as satisfactory or better by 76.7% of respondents.

THEORIES OF COUNSELLING (YW 203.3).

Results are displayed in Tables 48 and 49. Between 73.3% and 100% of students rated each of the eighteen instructional factors as needing very little or no improvement. Class size was rated by 66.7% as about right, by 30.0% as too large. Of the six instructional methods identified by most students as having been used (lecture, films, guest speakers, role-play, student projects, class discussion) all were regarded as effective or better by 100% of students responding. Overall quality of the course was rated as satisfactory or better by 96.7% of students responding and as excellent by 70.0%. Additional comments from several students emphasized the view that the course was excellent, that teaching methods were very effective.

TABLE **48** STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: YW 203.3 THEORIES OF COUNSELLING

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 30 | 86.7(26) | 13.3(4) | | | | | 1.133 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 30 | 86.7(26) | 13.3(4) | | | | | 1.133 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 30 | 93.3(28) | 6.7(2) | | | | | 1.067 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 30 | 83.3(25) | 16.7(5) | | | | | 1.167 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 30 | 63.3(19) | 36.7(11) | | | | | 1.367 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 30 | 86.7(26) | 13.3(4) | | | | | 1.133 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 30 | 83.3(25) | 16.7(5) | | | | | 1.167 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 29 | 77.8(21) | 22.2(6) | | | | | 1.222 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 30 | 46.7(14) | 36.7(11) | 16.7(5) | | | | 1.700 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 30 | 40.0(12) | 33.3(10) | 26.7(8) | | | | 1.867 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 30 | 46.7(14) | 40.0(12) | 13.3(4) | | | | 1.667 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 30 | 30.0(9) | 43.3(13) | 6.7(2) | 3.3(1) | | 16.7(5) | 1.800 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 30 | 33.3(10) | 40.0(12) | 20.0(6) | | 3.3(1) | 3.3(1) | 1.643 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 30 | 60.0(18) | 30.0(9) | 10.0(3) | | | | 1.500 |
| WORKLOAD IN COURSE WAS REASONABLE. | 30 | 66.7(20) | 26.7(8) | 6.7(2) | | | | 1.400 |
| GRADING SYSTEM USED WAS FAIR. | 30 | 73.3(22) | 23.3(7) | 3.3(1) | | | | 1.300 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 30 | 63.3(19) | 16.7(5) | | | 13.3(4) | 6.7(2) | 1.208 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 30 | 66.7(20) | 16.7(5) | | | 13.3(4) | 3.3(1) | 1.250 |

TABLE 49 STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: THEORIES OF COUNSELLING

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 30 | 90.0(27) | 10.0(3) | | | | 1.100 |
| 2. FILMS. | 30 | 73.3(22) | 23.3(7) | 3.3(1) | | | 1.300 |
| 3. GUEST SPEAKERS. | 27 | 70.4(19) | 25.9(7) | 3.7(1) | | | 1.333 |
| 4. ROLE-PLAY. | 18 | 55.6(10) | 38.9(7) | 5.6(1) | | | 1.500 |
| 5. STUDENT PROJECTS | 21 | 47.6(10) | 42.9(9) | 9.5(3) | | | 1.619 |
| 6. CLASS DISCUSSION. | 30 | 66.7(20) | 30.0(9) | 3.3(1) | | | 1.367 |

THE CLASS SIZE WAS: (35) TOO LARGE: 30.0(9) TOO SMALL: 3.3(1) ABOUT RIGHT: 66.7(20)

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 70.0(21) | 23.3(7) | 3.3(1) | 3.3(1) | | 1.400 |

GROUP PROCESS (YW 204.3)

Results are displayed in Tables 50 and 51. Between 60.7% and 95.8% (adjusted to exclude Don't Know responses) of students responding rated sixteen of eighteen instructional factors as needing very little or no improvement. The factor: scheduling of class hours was suitable to nature and objectives of course, was rated by 53.8% as needing little or no improvement, 46.2% as needing some or major improvement. The factor: sufficient time in course to develop the appropriate skills, was rated by 50% of students as needing very little or no improvement, by 50% as needing some or major improvement. Class size was judged to be too large by 74.1% and about right by 22.2% of respondents. Of the four instructional methods identified by most students as having been used (lecture, films, role-play, class discussion) all were regarded by between 94.1% and 100% of students responding as being effective or better. Overall quality of the course was judged to be satisfactory or better by 92.9% of students, as excellent by 3.6%.

YOUTH COUNSELLING I (YW 303.3)

Results are displayed in Tables 52 and 53. With adjustment to exclude Don't Know responses, between 61.1% and 94.7% of students responding rated sixteen of eighteen instructional factors as requiring very little or no improvement. On two factors: sufficient time in course to develop the appropriate skills, and opportunities were provided for students to learn at their own speed, 55.5% of students indicated very little or no improvement needed, 44.5% indicated some or major improvement needed. Class size was judged to be about right by 68.4% and too large by 31.6% of respondents. Of

TABLE **50** STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: YW 204.3 GROUP PROCESS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 28 | 39.3(11) | 32.1(9) | 25.0(7) | 3.6(1) | | | 1.929 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 28 | 28.6(8) | 50.0(14) | 14.3(4) | 7.1(2) | | | 2.000 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 28 | 39.3(11) | 32.1(9) | 21.4(6) | 7.1(2) | | | 1.964 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 28 | 25.0(7) | 53.6(15) | 17.9(5) | 3.6(1) | | | 2.000 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 28 | 50.0(14) | 21.4(6) | 14.3(4) | 14.3(4) | | | 1.929 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 28 | 53.6(15) | 28.6(8) | 17.9(5) | | | | 1.643 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 28 | 46.4(13) | 32.1(9) | 14.3(4) | 7.1(2) | | | 1.821 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 26 | 26.9(7) | 26.9(7) | 26.9(7) | 19.2(5) | | | 2.385 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 28 | 14.3(4) | 46.4(13) | 32.1(9) | 7.1(2) | | | 2.321 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 28 | 10.7(3) | 39.3(11) | 46.4(13) | 3.6(1) | | | 2.429 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 28 | 17.9(5) | 57.1(16) | 25.0(7) | | | | 2.071 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 28 | 39.3(11) | 39.3(11) | 14.3(4) | 7.1(2) | | | 1.893 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 28 | 14.3(4) | 53.6(15) | 25.0(7) | 7.1(2) | | | 2.250 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 28 | 25.0(7) | 46.4(13) | 21.4(6) | 3.6(1) | | | 2.037 |
| WORKLOAD IN COURSE WAS REASONABLE. | 28 | 50.0(14) | 42.9(12) | 7.1(2) | | | | 1.571 |
| GRADING SYSTEM USED WAS FAIR. | 28 | 35.7(10) | 28.6(8) | 28.6(8) | 3.6(1) | 3.6(1) | | 2.107 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 28 | 35.7(10) | 35.7(10) | 3.6(1) | 10.7(3) | 14.3(4) | | 1.571 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 27 | 59.3(16) | 25.9(7) | | | 11.1(3) | 3.7(1) | 1.304 |

TABLE 51 STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: GROUP PROCESS

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS: PCT.(ABS.FREQ.)OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 27 | 25.9(7) | 48.1(13) | 22.2(6) | 3.7(1) | | 2.037 |
| 2. FILMS. | 17 | 29.4(5) | 47.1(8) | 17.6(3) | 5.9(1) | | 2.000 |
| 3. ROLE-PLAY. | 18 | 38.9(7) | 38.9(7) | 22.2(4) | | | 1.833 |
| 4. CLASS DISCUSSION. | 28 | 35.7(10) | 46.4(13) | 17.9(5) | | | |

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THE CLASS SIZE WAS: (45) Team Taught TOO LARGE: 74.1(20) TOO SMALL: 3.7(1) ABOUT RIGHT: 22.2(6) N=27

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 3.6(1) | 35.7(10) | 53.6(15) | 7.1(2) | | 2.643 |

TABLE 52 STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: YW 303.3 YOUTH COUNSELLING I

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 19 | 57.9(11) | 5.3(1) | 26.3(5) | 5.3(1) | 5.3(1) | | 1.778 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 19 | 47.4(9) | 31.6(6) | 21.1(4) | | | | 1.737 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 19 | 52.6(10) | 5.3(1) | 26.3(5) | | 15.8(3) | | 1.688 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 19 | 68.4(13) | 15.8(3) | 15.8(3) | | | | 1.474 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 19 | 78.9(15) | 10.5(2) | 10.5(2) | | | | 1.316 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 19 | 73.7(14) | 21.1(4) | 5.3(1) | | | | 1.316 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 17 | 82.4(14) | 11.8(2) | | 5.9(1) | | | 1.294 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 18 | 44.4(8) | 16.7(3) | 33.3(6) | 5.6(1) | | | 2.000 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 18 | 16.7(3) | 44.4(8) | 33.3(6) | 5.6(1) | | | 2.278 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 18 | 11.1(2) | 44.4(8) | 38.9(7) | 5.6(1) | | | 2.389 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 18 | 33.3(6) | 22.2(4) | 33.3(6) | 11.1(2) | | | 2.222 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 17 | 64.7(11) | 29.4(5) | 5.9(1) | | | | 1.412 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 18 | 38.9(7) | 27.8(5) | 33.3(6) | | | | 1.944 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 17 | 52.9(9) | 29.4(5) | 11.8(2) | 5.9(1) | | | 1.706 |
| WORKLOAD IN COURSE WAS REASONABLE. | 17 | 58.8(10) | 41.2(7) | | | | | 1.412 |
| GRADING SYSTEM USED WAS FAIR. | 16 | 56.3(9) | 12.5(2) | 31.3(5) | | | | 1.750 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 17 | 52.9(9) | 35.3(6) | 5.9(1) | | 5.9(1) | | 1.412 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 17 | 35.3(6) | 23.5(4) | 11.8(2) | 5.9(1) | 17.6(3) | 5.9(1) | 1.846 |

TABLE **53** STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: YOUTH COUNSELLING I

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 14 | 21.4(3) | 64.3(9) | 14.3(2) | | | 1.929 |
| 2. ROLE-PLAY. | 17 | 82.4(14) | 17.6(3) | | | | 1.176 |
| 3. CLASS DISCUSSION. | 18 | 38.9(7) | 38.9(7) | 22.2(4) | | | 1.833 |
| 4. SIMULATIONS. | 17 | 76.5(13) | 11.8(2) | 5.9(1) | 5.9(1) | | 1.412 |

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THE CLASS SIZE WAS: (22) Team Taught TOO LARGE: 31.6(6) TOO SMALL: ABOUT RIGHT: 68.4(13) N=19

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 21.1(4) | 57.9(11) | 15.8(3) | 5.3(1) | | 2.053 |

the four instructional methods identified by most students as having been used (lecture, role-play, class discussion, simulations) all were regarded as effective or better by between 94.1% and 100% of students responding. Students judged the overall quality of the course to be satisfactory or better, by a majority of 94.7%, as excellent by 21.1%.

## RECREATION AND YOUTH (YW 304.3)

Results are displayed in Tables 54 and 55. With adjustment to exclude Don't Know responses, between 60% and 92.9% of students responding rated ten of eighteen instructional factors as needing very little or no improvement. Factors: clear statement of course content and objectives was provided at beginning of course, and, sufficient time in course to acquire the appropriate knowledge, were rated by 57.1% of respondents as needing very little or no improvement, by 42.9% as needing some improvement. The factor: information presented in text or readings was understandable was rated as needing very little or no improvement by 30.8%, as needing some or major improvement by 23.1% and as not applicable by 46.2% of respondents. The factor: information presented in text or readings seemed relevant to course objectives, was rated as needing very little improvement by 38.5%, major improvement by 15.2% and as not applicable by 46.2% of respondents. Four factors were rated by a majority of students as needing some or major improvement. They were: material presented was integrated with that presented in other courses (71.4%), sufficient time in course to develop the appropriate skills (64.3%), opportunities were provided for students to learn tg apply theory to practice (64.3%) and, opportuni-

TABLE 54 STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: YW 304.3 RECREATION AND YOUTH

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | (CATEGORIES 1-4 ONLY) |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 14 | 28.6(4) | 28.6(4) | 42.9(6) | | | | 2.143 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 14 | 14.3(2) | 21.4(3) | 35.7(5) | 28.6(4) | | | 2.786 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 14 | 35.7(5) | 50.0(7) | 14.3(2) | | | | 1.786 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 14 | 14.3(2) | 57.1(8) | 28.6(4) | | | | 2.143 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 13 | 7.7(1) | 23.1(3) | 15.4(2) | 7.7(1) | | 46.2(6) | 2.426 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 14 | 14.3(2) | 57.1(8) | 14.3(2) | 7.1(1) | 7.1(1) | | 2.154 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 13 | | 38.5(5) | | 15.2(2) | | 46.2(6) | 2.571 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 14 | 50.0(7) | 35.7(5) | 7.1(1) | | 7.1(1) | | 1.538 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 14 | 14.3(2) | 42.9(6) | 42.9(6) | | | | 2.286 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 14 | 7.1(1) | 28.6(4) | 50.0(7) | 14.3(2) | | | 2.714 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 14 | 14.3(2) | 50.0(7) | 14.3(2) | 14.3(2) | | 7.1(1) | 2.308 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 14 | 35.7(5) | 35.7(5) | 21.4(3) | 7.1(1) | | | 2.000 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 14 | 21.4(3) | 14.3(2) | 50.0(7) | 14.3(2) | | | 2.571 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 14 | 7.1(1) | 21.4(3) | 42.9(16) | 14.3(2) | 7.1(1) | 7.1(1) | 1.917 |
| WORKLOAD IN COURSE WAS REASONABLE. | 14 | 57.1(8) | 35.7(5) | 7.1(1) | | | | 1.500 |
| GRADING SYSTEM USED WAS FAIR. | 14 | 57.1(8) | 35.7(5) | 7.1(1) | | | | 1.500 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 14 | 42.9(6) | 21.4(3) | 21.4(3) | | 14.3(2) | | 2.214 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 13 | 30.8(4) | 15.4(4) | 30.8(4) | | 23.1(3) | | 2.000 |

TABLE **55** STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: RECREATION AND YOUTH

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 13 | | 30.8(4) | 38.5(5) | 23.1(3) | 7.7(1) | 3.077 |
| 2. GUEST SPEAKERS. | 13 | 23.1(3) | 38.5(5) | 23.1(3) | 15.4(2) | | 2.308 |
| 3. ROLE-PLAY. | 11 | 27.3(3) | 63.6(7) | 9.1(1) | | | 1.818 |
| 4. STUDENT PROJECTS. | 12 | 50.0(6) | 25.0(3) | 25.0(3) | | | 1.750 |
| 5. CLASS DISCUSSION. | 12 | 8.3(1) | 33.3(4) | 58.3(7) | | | 2.500 |
| 6. SIMULATIONS. | 9 | 33.3(3) | 44.4(4) | 22.2(2) | | | 1.889 |

THE CLASS SIZE WAS: (22) TOO LARGE: 7.1(1) TOO SMALL: ABOUT RIGHT: 92.9(13) N=14

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | | 42.9(6) | 42.9(6) | 7.1(1) | 7.1(1) | 2.786 |

ties were provided to develop self awareness and foster personal growth (61.5% adjusted). Class size was judged to be about right by 92.9% of students responding. Of the six instructional methods identified by most students as having been used (lecture, guest speakers, role-play, student projects, class discussion and simulations) between 69.2% and 100% of students rated all as being effective or better. The course was rated by 85.7% of students as being of satisfactory or better in overall quality. Some students commented that an increased emphasis on skills and activity would be helpful.

TREATMENT METHODS (YW 305.3)

Results are shown in Tables 56 and 57. Between 60% and 100% of students responding rated seventeen of eighteen factors as requiring very little or no improvement. Factor: opportunities were provided for students to learn at their own speed, was rated, with adjustment to exclude Don't Know response, by 57.1% of students as needing very little or no improvement, by 42.9% as needing some or major improvement. Class size was regarded as about right by 86.7% of respondents. Of four instructional methods identified by most students as having been used (lecture, films, student projects, class discussion) all were regarded by all respondents as being effective or better. The overall quality of the course was judged to be satisfactory or better by 100% of respondents, as excellent by 40%. Some students commented that they regarded this course as having real value in its practical application focus.

TABLE 56 STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: YW 305.3 TREATMENT METHODS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 15 | 60.0(9) | 40.0(6) | | | | | 1.400 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 15 | 60.0(9) | 33.3(5) | 6.7(1) | | | | 1.467 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 15 | 66.7(10) | 33.3(5) | | | | | 1.333 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 15 | 46.7(7) | 46.7(7) | 6.7(1) | | | | 1.600 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 15 | 33.3(5) | 26.7(4) | 33.3(5) | 6.7(1) | | | 2.133 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 15 | 66.7(10) | 33.3(5) | | | | | 1.333 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 15 | 46.7(7) | 46.7(7) | 6.7(1) | | | | 1.600 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 15 | 40.0(6) | 40.0(6) | 13.3(2) | 6.7(1) | | | 1.867 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 15 | 26.7(4) | 46.7(7) | 13.3(2) | 13.3(2) | | | 2.133 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 15 | 13.3(2) | 53.3(8) | 6.7(1) | 20.0(3) | 6.7(1) | | 2.357 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 15 | 26.7(4) | 26.7(4) | 33.3(5) | 6.7(1) | 6.7(1) | | 2.214 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 15 | 33.3(5) | 40.0(6) | 26.7(4) | | | | 1.933 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 15 | 26.7(4) | 40.0(6) | 20.0(3) | 6.7(1) | | 6.7(1) | 2.071 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 15 | 40.0(6) | 40.0(6) | 13.3(2) | | | 6.7(1) | 1.643 |
| WORKLOAD IN COURSE WAS REASONABLE. | 15 | 40.0(6) | 53.3(8) | 6.7(1) | | | | 1.667 |
| GRADING SYSTEM USED WAS FAIR. | 15 | 73.3(11) | 26.7(4) | | | | | 1.267 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 15 | 73.3(11) | 26.7(4) | | | | | 1.267 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 15 | 66.7(10) | 20.0(3) | 13.3(2) | | | | 1.733 |

TABLE 57 STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: TREATMENT METHODS

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS<br>1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 15 | 53.3(8) | 33.3(5) | 13.3(2) | | | 1.600 |
| 2. FILMS. | 14 | 28.6(4) | 64.3(9) | 7.1(1) | | | 1.786 |
| 3. STUDENT PROJECTS. | 13 | 23.1(3) | 61.5(8) | 15.4(2) | | | 1.923 |
| 4. CLASS DISCUSSION. | 15 | 53.3(8) | 46.7(7) | | | | 1.467 |

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THE CLASS SIZE WAS: (22) TOO LARGE: 13.3(2) TOO SMALL: ABOUT RIGHT: 86.7(13)

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 40.0(6) | 33.3(5) | 26.7(4) | | | 1.867 |

## YOUTH COUNSELLING I (YW 403.3)

Results are displayed in Tables 58 and 59. Between 66.7% and 100% of students responding rated each of the eighteen factors as needing very little or no improvement. Class size was regarded as about right by 72.2% and as too large by 27.8% of respondents. Of the four instructional methods identified by most students as having been used (lecture, role-play, class discussion, simulations) all were rated by all students as being effective or better. The overall quality of this course was rated by 94.4% of students responding as satisfactory or better, by 27.8% as excellent. Several students commented that the course was excellent and useful.

## FAMILY DYNAMICS (SS 202.3)

Results are displayed in Tables 60 and 61. Between 66.7% and 100% of students responding rated seventeen of eighteen instructional factors as needing very little or no improvement. The factor: opportunities were provided for students to work in small groups, was rated as needing little or no improvement by 44.4%, some improvement by 44.4% and as not applicable by 11.1%. Class size was rated as about right by 94.4% of respondents of the six instructional methods identified by most students as having been used (lecture, films, role-play, student projects, class discussions, simulations) between 94.1% and 100% of students responding rated all methods as effective or better. The overall quality of the course was rated as satisfactory or better by all respondents, as excellent by 55.6%.

TABLE 58 STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: YW 403.3 YOUTH COUNSELLING II

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | (CATEGORIES 1-4 ONLY) |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 18 | 38.9(7) | 50.0(9) | 5.6(1) | 5.6(1) | | | 1.778 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 18 | 38.9(7) | 55.6(10) | 5.6(1) | | | | 1.667 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 18 | 27.8(5) | 50.0(9) | 22.2(4) | | | | 1.944 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 18 | 55.6(10) | 38.9(7) | | 5.6(1) | | | 1.556 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 18 | 38.9(7) | 27.8(5) | 5.6(1) | | 5.6(1) | 22.4(4) | 1.429 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 18 | 55.6(10) | 38.9(7) | 5.6(1) | | | | 1.500 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 18 | 38.9(7) | 27.8(5) | 5.6(1) | | 5.6(1) | 22.4(4) | 1.429 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 17 | 50.0(9) | 27.8(5) | 11.1(2) | 5.6(1) | | | 1.706 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 18 | 27.8(5) | 44.4(8) | 16.7(3) | 5.6(1) | | 5.6(1) | 2.000 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 18 | 27.8(5) | 50.0(9) | 16.7(3) | | | 5.6(1) | 1.882 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 18 | 38.9(7) | 27.8(5) | 33.3(6) | | | | 1.944 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 18 | 55.6(10) | 38.9(7) | 5.6(1) | | | | 1.500 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 18 | 61.1(11) | 33.3(6) | 5.6(1) | | | | 1.444 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 18 | 83.3(15) | 5.6(1) | 11.1(2) | | | | 1.278 |
| WORKLOAD IN COURSE WAS REASONABLE. | 18 | 83.3(15) | 16.7(3) | | | | | 1.167 |
| GRADING SYSTEM USED WAS FAIR. | 18 | 55.6(10) | 27.8(5) | 11.1(2) | 5.6(1) | | | 1.667 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 18 | 55.6(10) | 16.7(3) | 16.7(3) | | | 11.1(2) | 1.563 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 18 | 50.0(9) | 33.3(6) | 11.1(2) | | 5.6(1) | | 1.778 |

TABLE 59 STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: YOUTH COUNSELLING II

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS: PCT. (ABS. FREQ.) OF RESPONDENTS 1. VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5. NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 12 | 58.3(7) | 8.3(1) | 33.3(4) | | | 1.750 |
| 2. ROLE-PLAY. | 17 | 82.4(14) | 11.8(2) | 5.9(1) | | | 1.235 |
| 3. CLASS DISCUSSION. | 16 | 56.3(9) | 31.3(5) | 12.5(2) | | | 1.563 |
| 4. SIMULATIONS. | 11 | 72.7(8) | 27.3(3) | | | | 1.273 |

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THE CLASS SIZE WAS: (22) Team Taught TOO LARGE: 27.8(5) TOO SMALL: ABOUT RIGHT: 72.2(13) N=17

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1. Excellent | 2. | 3. Satisfactory | 4. | 5. Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 27.8(5) | 55.6(10) | 5.6(1) | 5.6(1) | | 1.882 |

## TABLE 60 . STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: SS 202.3 FAMILY DYNAMICS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 18 | 88.9(16) | 11.1(2) | | | | | 1.111 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 18 | 61.1(11) | 38.9(7) | | | | | 1.389 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 18 | 61.1(11) | 27.8(5) | 11.1(2) | | | | 1.500 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 18 | 55.6(10) | 38.9(7) | 5.6(1) | | | | 1.500 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 18 | 55.6(10) | 33.3(6) | 11.1(2) | | | | 1.556 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 18 | 77.8(14) | 22.2(4) | | | | | 1.222 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 18 | 72.2(13) | 22.2(4) | 5.6(1) | | | | 1.333 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 17 | 82.4(14) | 17.6(3) | | | | | 1.176 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 18 | 38.9(7) | 55.6(10) | 5.6(1) | | | | 1.667 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 18 | 16.7(3) | 50.0(9) | 27.8(5) | | | 5.6(1) | 2.118 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 18 | 44.4(8) | 44.4(8) | 11.1(2) | | | | 1.667 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 18 | 27.8(5) | 16.7(3) | 44.4(8) | | | 11.1(2) | 2.188 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 18 | 38.9(7) | 33.3(6) | 22.2(4) | | | 5.6(1) | 1.824 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 18 | 66.7(12) | 27.8(5) | 5.6(1) | | | | 1.389 |
| WORKLOAD IN COURSE WAS REASONABLE. | 18 | 66.7(12) | 33.3(6) | | | | | 1.333 |
| GRADING SYSTEM USED WAS FAIR. | 18 | 77.8(14) | 16.7(3) | 5.6(1) | | | | 1.278 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 18 | 38.9(7) | 38.9(7) | | | 11.1(2) | 11.1(2) | 1.500 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 18 | 38.9(7) | 27.8(5) | 11.1(2) | | 11.1(2) | 11.1(2) | 1.643 |

TABLE **61** STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: FAMILY DYNAMICS

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 16 | 68.8(11) | 31.3(5) | | | | 1.313 |
| 2. FILMS. | 18 | 50.0(9) | 38.9(7) | 11.1(2) | | | 1.611 |
| 3. ROLE-PLAY. | 13 | 38.5(5) | 38.5(5) | 23.1(3) | | | 1.846 |
| 4. STUDENT PROJECTS. | 17 | 58.8(10) | 11.8(2) | 23.5(4) | 5.9(1) | | 1.765 |
| 5. CLASS DISCUSSION. | 18 | 66.7(12) | 27.8(5) | 5.6(1) | | | 1.389 |
| 6. SIMULATIONS | 10 | 40.0(4) | 50.0(5) | 10.0(1) | | | 1.700 |

THE CLASS SIZE WAS: (22) TOO LARGE: 5.6(1) TOO SMALL: ABOUT RIGHT: 94.4(17)

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 55.6(10) | 38.9(7) | 5.6(1) | | | 1.500 |

## HEALTH ISSUES (CO 211.3)

Results are displayed in Tables 62 and 63. Between 61.1% and 94.4% of students responding rated fourteen of eighteen factors as needing very little or no improvement. The factor: opportunities were provided for students to learn to apply theory to practice, was rated as needing very little or no improvement by 55.5%, as needing some or major by 38.9% and as not applicable by 5.6%. With adjustment to exclude Don't Know responses, factor: instructor was available for student counselling on personal or vocational matters, was rated as needing very little or no improvement by 53.3%, some or major by 26.7%, as not applicable by 20.0% of respondents. Factor: opportunities were provided to develop self awareness and foster personal growth was rated by 52.9% (adjusted to exclude Don't Know response) of students as needing very little or no improvement, by 35.3% (adjusted) as needing some or major improvement, and by 11.8% (adjusted) as not applicable. Lastly, factor: opportunities were provided for students to work in small groups, was rated by 29.4% of respondents, as needing little or no improvement, 41.2% as needing some or major improvement, and 29.4% as not applicable. All students regarded the class size as about right. Of the four instructional methods identified by most students as having been used (lecture, films, guest speakers, class discussion) all were rated as effective or better by between 94.1% and 100% of students responding. The overall quality of the course was judged to be satisfactory or better by 88.9% and as excellent by 5.6% of responding students. Some students commented that the first aid and human sexuality workshops were highlights of the course.

TABLE **62** STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: CO 211.3 HEALTH ISSUES

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 18 | 50.0(9) | 27.8(5) | 22.2(4) | | | | 1.722 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 18 | 22.2(4) | 38.9(7) | 22.2(4) | 11.1(2) | | 5.6(1) | 2.235 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 18 | 72.2(13) | 16.7(3) | 11.1(2) | | | | 1.389 |
| INFORMATION PRESENTED IN CLASS WAS UNDERSTANDABLE. | 18 | 61.1(11) | 33.3(6) | 5.6(1) | | | | 1.444 |
| INFORMATION PRESENTED IN TEXT OR READINGS WAS UNDERSTANDABLE. | 18 | 55.6(10) | 22.2(4) | 22.2(4) | | | | 1.667 |
| INFORMATION PRESENTED IN CLASS SEEMED RELEVANT TO COURSE OBJECTIVES. | 18 | 61.1(11) | 16.7(3) | 16.7(3) | 5.6(1) | | | 1.667 |
| INFORMATION PRESENTED IN TEXT OR READINGS SEEMED RELEVANT TO COURSE OBJECTIVES. | 18 | 55.6(10) | 22.2(4) | 22.2(4) | | | | 1.667 |
| SCHEDULING OF CLASS HOURS WAS SUITABLE TO NATURE AND OBJECTIVES OF COURSE. | 15 | 46.7(7) | 20.0(3) | 20.0(3) | 6.7(1) | 6.7(1) | | 1.857 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 18 | 27.8(5) | 61.1(11) | 11.1(2) | | | | 1.833 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 17 | 35.3(6) | 47.1(8) | 11.8(2) | 5.9(1) | | | 1.882 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 18 | 27.8(5) | 50.0(9) | 11.1(2) | 5.6(1) | | 5.6(1) | 1.941 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 17 | 17.6(3) | 11.8(2) | 23.5(4) | 17.6(3) | | 29.4(5) | 2.583 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 18 | 11.1(2) | 44.4(8) | 33.3(6) | 5.6(1) | | 5.6(1) | 2.556 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 18 | 27.8(5) | 22.2(4) | 27.8(5) | 5.6(1) | 5.6(1) | 11.1(2) | 2.133 |
| WORKLOAD IN COURSE WAS REASONABLE. | 18 | 50.0(9) | 44.4(8) | 5.6(1) | | | | 1.556 |
| GRADING SYSTEM USED WAS FAIR. | 18 | 50.0(9) | 38.9(7) | 5.6(1) | 5.6(1) | | | 1.667 |
| UPON REQUEST EXTRA HELP WAS GIVEN BY INSTRUCTOR. | 18 | 27.8(5) | 33.3(6) | 11.1(2) | 5.6(1) | 11.1(2) | 11.1(2) | 1.929 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 18 | 16.7(3) | 27.8(5) | 16.7(3) | 5.6(1) | 16.7(3) | 16.7(3) | 2.167 |

TABLE **63** STUDENT RATING OF EFFECTIVENESS OF INSTRUCTIONAL METHODS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: HEALTH ISSUES

| INSTRUCTIONAL METHOD | N. | DEGREE OF EFFECTIVENESS:PCT.(ABS.FREQ.)OF RESPONDENTS 1.VERY EFFECTIVE | 2. | 3. EFFECTIVE | 4. | 5.NOT AT ALL EFFECTIVE | MEAN |
|---|---|---|---|---|---|---|---|
| 1. LECTURE. | 17 | 41.2(7) | 23.5(4) | 29.4(5) | 5.9(1) | | 2.000 |
| 2. FILMS. | 15 | 53.3(8) | 26.7(4) | 20.0(3) | | | 1.667 |
| 3. GUEST SPEAKERS. | 17 | 58.8(10) | 35.3(6) | 5.9(1) | | | 1.471 |
| 4. CLASS DISCUSSION. | 17 | 17.6(3) | 52.9(9) | 23.5(4) | 5.9(1) | | 2.176 |

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THE CLASS SIZE WAS: (22) TOO LARGE: TOO SMALL: ABOUT RIGHT: 100.0(18) N=18

| OVERALL, THE QUALITY OF THIS COURSE WAS: | 1.Excellent | 2. | 3.Satisfactory | 4. | 5.Very Poor | MEAN: |
|---|---|---|---|---|---|---|
| | 5.6(1) | 38.9(7) | 44.4(8) | 11.1(2) | | 2.611 |

SUMMARY

Students enrolled in the 1977/78 term were asked to rate all courses in which they were registered as to the degree of improvement needed in various instructional factors, the suitability of class size, the effectiveness of instructional methods used, and the overall quality of the courses.

Courses in which a majority of students rated at least one instructional factor as needing some or major improvement include: Introductory Psychology, Introductory Sociology, Fundamentals of Human Relations, Juvenile Delinquency, Recreation and Youth.

Class size was seen as too large by a majority of students for courses: Group Process, Fundamentals of Human Relations, Issues in Youth, Introductory Sociology, Introductory Psychology.

A majority of students regarded instructional methods as effective or better in all courses.

A majority of students rated the overall quality of all courses as satisfactory or better.

b. Field Placement and Integration Seminars.

First year students enrolled in the program during the 1977/78 term and registered in field placement (practicum) were asked to rate fifteen instructional factors related to field placement and seven factors related to integration seminars. They responded to both placement and seminar factors for each of trimesters one and two.

Second year students enrolled in the program during the 1977/78 term and registered in field placement were asked to rate seventeen instructional factors related to field placement and seven factors related to integration seminars. They responded to both placement and seminar factors for each of years one and two.

Factors to be rated were as seen in Tables 64 through 71 which display the results.

First year students rated thirteen instructional factors and an overall evaluation of field placement in terms of degree of improvement needed from no improvement needed to very little, some, and major. Don't Know and Not Applicable categories were available. They also rated the amount of time spent in field placement as too little, too much, or about right. Ratings are shown as the absolute frequency and percentage of students replying in each category. Mean degree of improvement needed is calculated, excluding Don't Know or Not Applicable responses.

In examining student ratings of field placement instructional factors for the first trimester, all factors but one are rated by a majority of students between 65% and 85.7% as needing very little or no improvement. The one factor for which a majority of students (52.4%) thought some or major improvement was needed was that of factor: the general expectations for field placement were outlined by college staff prior to the beginning of placement. The amount of time spent in field placement was regarded as about right by 84.2% of students responding. In terms of offerring them a valuable and constructive learning experience, 76.2% thought that very

TABLE 64 FIRST YEAR STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS:

YW 106.2 FIELD PLACEMENT

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| FIELD PLACEMENT GAVE YOU THE OPPORTUNITY TO: | | | | | | | | |
| INTEGRATE INFORMATION AND SKILLS IN RESPONSE TO THE DEMANDS OF THE SETTING. | 20 | 25.0(5) | 45.0(9) | 15.0(3) | 15.0(3) | | | 2.200 |
| PRACTICE SUCH SKILLS AS ARE REQUISITE TO EFFECTIVE INTERACTION WITH CLIENTS. | 20 | 25.0(5) | 40.0(8) | 20.0(4) | 10.0(2) | | 5.0(1) | 2.158 |
| DISCERN PERSONAL AND PROFESSIONAL STRENGTHS, WEAKNESSES AND LEARNING NEEDS. | 20 | 25.0(5) | 45.0(9) | 20.0(4) | 5.0(1) | 5.0(1) | | 2.053 |
| BE EXPOSED TO A VARIETY OF EXISTING SERVICES THEREBY BECOMING ORIENTED TO THE FIELD OF CHILD AND YOUTH WORK. | 21 | 38.1(8) | 33.3(7) | 23.8(5) | 4.8(1) | | | 1.952 |
| UNDERSTAND THE DEMANDS, PERSONAL AND PROFESSIONAL PLACED UPON THE CHILD CARE/ YOUTH WORKER. | 21 | 23.8(5) | 57.1(12) | 9.5(2) | 9.5(2) | | | 2.048 |
| THE GENERAL EXPECTATIONS FOR FIELD PLACEMENT WERE OUTLINED BY COLLEGE STAFF PRIOR TO BEGINNING FIELD PLACEMENT. | 21 | 33.3(7) | 14.3(3) | 33.3(7) | 19.0(4) | | | 2.381 |
| THE QUALITY OF SUPERVISION GIVEN BY THE AGENCY WAS ADEQUATE. | 20 | 55.0(11) | 15.0(3) | 20.0(4) | 10.0(2) | | | 1.850 |
| SUPERVISORS AT FIELD PLACEMENT AGENCIES DEALT ADEQUATELY WITH YOUR PROBLEMS AS THEY AROSE. | 20 | 55.0(11) | 20.0(4) | 15.0(3) | 10.0(2) | | | 1.800 |
| THE FIELD PLACEMENT SUPERVISOR FROM THE COLLEGE WAS AVAILABLE TO DISCUSS PROBLEMS CONCERNING FIELD PLACEMENT. | 21 | 52.4(11) | 23.8(5) | 9.5(2) | 4.8(1) | 4.8(1) | 4.8(1) | 1.632 |
| THE FIELD PLACEMENT AGENCY MADE EXPECTATIONS KNOWN AT THE BEGINNING. | 21 | 38.1(8) | 28.6(6) | 28.6(6) | 4.8(1) | | | 2.000 |
| EVALUATION OF YOUR PERFORMANCE WAS ACCURATE. | 21 | 57.1(12) | 14.3(3) | 19.0(4) | 4.8(1) | 4.8(1) | | 1.700 |
| EVALUATION OF YOUR PERFORMANCE WAS USEFUL IN HELPING YOU LEARN. | 21 | 52.4(11) | 23.8(5) | 19.0(4) | | | 4.8(1) | 1.650 |
| SCHEDULING TO ALLOW FIELD PLACEMENT ON TUESDAY AND/OR THURSDAY WAS SUITABLE. | 21 | 66.7(14) | 19.0(4) | 9.5(2) | 4.8(1) | | | 1.524 |
| FIELD PLACEMENTS OFFERRED A VALUABLE AND CONSTRUCTIVE LEARNING EXPERIENCE. | 21 | 52.4(11) | 23.8(5) | 22.7(5) | | | | 1.714 |
| | | TOO LITTLE | TOO MUCH | ABOUT RIGHT | | | | |
| THE AMOUNT OF TIME YOU WERE REQUIRED TO SPEND IN PLACEMENT WAS: | 19 | 5.3(1) | 10.5(2) | 84.2(16) | | | | |

little or no improvement was needed in field placement.

In examining student ratings for the second trimester, the mean degree of improvement needed is shown to be less for all factors. All factors are regarded as needing very little or no improvement by between 66.7% and 95% of respondents. The amount of time spent in placement was rated as about right by 85.7% of students responding. In terms of offering them a valuable and constructive learning experience during their second trimester, 95.5% thought that very little or no improvement was needed in field placement.

Several students lauded their field placement experiences as useful and enjoyable. Several also expressed concern that the expectations of agencies and the college were somewhat unclear.

First year students rated six factors related to integration seminars according to the degree of improvement scale described above. They also rated the size of seminar groups as too small, too large, or about right. Again, they responded separately for first and second trimesters.

In examining ratings for first trimester seminars, it is shown in Table 66 that all factors were rated by between 71.4% and 95% of students to need very little or no improvement. The size of seminar groups was judged to be about right by 78.9% of students responding.

In examining ratings for second trimester seminars, it is shown that all factors were rated by between 71.4% and 100% of

TABLE 65 **FIRST** YEAR STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS:

YW 206.2 FIELD PLACEMENT

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| FIELD PLACEMENT GAVE YOU THE OPPORTUNITY TO: | | | | | | | | |
| INTEGRATE INFORMATION AND SKILLS IN RESPONSE TO THE DEMANDS OF THE SETTING. | 20 | 35.0(7) | 60.0(12) | 5.0(1) | | | | 1.700 |
| PRACTICE SUCH SKILLS AS ARE REQUISITE TO EFFECTIVE INTERACTION WITH CLIENTS. | 22 | 40.7(9) | 50.0(11) | 4.5(1) | | | 4.5(1) | 1.619 |
| DISCERN PERSONAL AND PROFESSIONAL STRENGTHS, WEAKNESSES AND LEARNING NEEDS. | 21 | 42.9(9) | 42.9(9) | 9.5(2) | | 4.8(1) | | 1.650 |
| BE EXPOSED TO A VARIETY OF EXISTING SERVICES THEREBY BECOMING ORIENTED TO THE FIELD OF CHILD AND YOUTH WORK. | 22 | 45.5(10) | 31.8(7) | 22.7(5) | | | | 1.773 |
| UNDERSTAND THE DEMANDS, PERSONAL AND PROFESSIONAL PLACED UPON THE CHILD CARE/YOUTH WORKER. | 22 | 36.4(8) | 50.0(11) | 9.1(2) | 4.5(1) | | | 1.818 |
| THE GENERAL EXPECTATIONS FOR FIELD PLACEMENT WERE OUTLINED BY COLLEGE STAFF PRIOR TO BEGINNING FIELD PLACEMENT. | 21 | 36.4(8) | 27.3(6) | 18.2(4) | 13.6(3) | | | 2.095 |
| THE QUALITY OF SUPERVISION GIVEN BY THE AGENCY WAS ADEQUATE. | 21 | 61.9(13) | 19.0(4) | 14.3(3) | 4.8(1) | | | 1.619 |
| SUPERVISORS AT FIELD PLACEMENT AGENCIES DEALT ADEQUATELY WITH YOUR PROBLEMS AS THEY AROSE. | 21 | 66.7(14) | 23.8(5) | 9.5(2) | | | | 1.429 |
| THE FIELD PLACEMENT SUPERVISOR FROM THE COLLEGE WAS AVAILABLE TO DISCUSS PROBLEMS CONCERNING FIELD PLACEMENT. | 22 | 54.5(12) | 27.3(6) | 9.1(2) | | 4.5(1) | 4.5(1) | 1.500 |
| THE FIELD PLACEMENT AGENCY MADE EXPECTATIONS KNOWN AT THE BEGINNING. | 22 | 50.0(11) | 27.3(6) | 13.6(3) | 9.1(2) | | | 1.818 |
| EVALUATION OF YOUR PERFORMANCE WAS ACCURATE. | 19 | 52.6(10) | 26.3(5) | 5.3(1) | | 10.5(2) | 5.3(1) | 1.438 |
| EVALUATION OF YOUR PERFORMANCE WAS USEFUL IN HELPING YOU LEARN. | 18 | 61.1(11) | 22.2(4) | | | 5.6(1) | 11.1(2) | 1.267 |
| SCHEDULING TO ALLOW FIELD PLACEMENT ON TUESDAY AND/OR THURSDAY WAS SUITABLE. | 22 | 68.2(15) | 18.2(4) | 9.1(2) | 4.5(1) | | | 1.500 |
| FIELD PLACEMENTS OFFERRED A VALUABLE AND CONSTRUCTIVE LEARNING EXPERIENCE. | 22 | 68.2(15) | 27.3(6) | 4.5(1) | | | | 1.364 |

| | N. | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|---|
| THE AMOUNT OF TIME YOU WERE REQUIRED TO SPEND IN PLACEMENT WAS: | 21 | 9.5(2) | 4.8(1) | 85.7(18) |

TABLE 66 FIRST YEAR STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE:

INTEGRATION SEMINAR FIRST TRIMESTER

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| SEMINARS PROVIDED THE OPPORTUNITY TO: | | | | | | | | |
| REVIEW MATTERS OF PERSONAL CONCERN | 21 | 76.2(16) | 4.8(1) | 14.3(3) | 4.8(1) | | | 1.476 |
| INTEGRATE LEARNING EXPERIENCES. | 21 | 66.7(14) | 23.8(5) | | 9.5(2) | | | 1.524 |
| DISCUSS FIELD PLACEMENT EXPERIENCES | 20 | 85.0(17) | 10.0(2) | 5.0(1) | | | | 1.200 |
| A CLEAR STATEMENT OF THE SEMINAR'S PURPOSE WAS PROVIDED. | 21 | 52.4(11) | 19.0(4) | 23.8(5) | 4.8(1) | | | 1.810 |
| A CLEAR STATEMENT OF EVALUATION PROCEDURES WAS PROVIDED. | 21 | 42.9(9) | 28.6(6) | 19.0(4) | 4.8(1) | | 4.8(1) | 1.850 |
| THERE WAS SUFFICIENT TIME TO MEET THE OBJECTIVES. | 19 | 63.2(12) | 21.1(4) | 15.8(3) | | | | 1.526 |

| | | TOO SMALL | TOO LARGE | ABOUT RIGHT |
|---|---|---|---|---|
| THE SIZE OF THE SEMINAR GROUPS WAS: | 19 | | 21.1(4) | 78.9(15) |

TABLE 67 FIRST YEAR STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE :

INTEGRATION SEMINAR SECOND TRIMESTER

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| SEMINARS PROVIDED THE OPPORTUNITY TO: | | | | | | | | |
| REVIEW MATTERS OF PERSONAL CONCERN. | 21 | 76.2(16) | 9.5(2) | 14.3(3) | | | | 1.381 |
| INTEGRATE LEARNING EXPERIENCES. | 21 | 714.(15) | 19.0(4) | 4.8(1) | 4.8(1) | | | 1.429 |
| DISCUSS FIELD PLACEMENT EXPERIENCES. | 21 | 81.0(17) | 19.0(4) | | | | | 1.190 |
| A CLEAR STATEMENT OF THE SEMINAR'S PURPOSE WAS PROVIDED. | 21 | 57.1(12) | 23.8(5) | 14.3(3) | 4.8(1) | | | 1.667 |
| A CLEAR STATEMENT OF EVALUATION PROCEDURES WAS PROVIDED. | 21 | 47.6(10) | 23.8(5) | 19.0(4) | 4.8(1) | | 4.8(1) | 1.800 |
| THERE WAS SUFFICIENT TIME TO MEET THE OBJECTIVES. | 19 | 57.9(11) | 31.6(6) | 10.5(2) | | | | 1.526 |

| | | TOO SMALL | TOO LARGE | ABOUT RIGHT |
|---|---|---|---|---|
| THE SIZE OF THE SEMINAR GROUPS WAS: | 21 | | 19.0(4) | 81.0(17) |

students to need very little or no improvement. The seminar group was seen to be about right in size by 81.0% of students responding.

As in the case of field placement, all factors related to integration seminars show lower mean degrees of improvement needed in the second trimester than the first, except for factor 4. which remains the same.

Using the degree of improvement scale as described, second year students were asked to rate thirteen instructional factors related to their first and second year placements. The overall quality and the amount of time required were also rated for each year of field placement.

In examining Table 68 it is shown that for their first year placement five factors are rated as needing very little or no improvement by between 61.1% and 88.2% of students responding. On two factors, students were evenly divided between ratings of very little or no improvement needed and some or major improvement needed. These factors were: field placement gave the opportunity to practice such skills as are requisite to effective interaction with clients, field placement gave the opportunity to be exposed to a variety of existing services thereby becoming oriented to the field of child care and youth work, and, the general expectations for field placement were outlined by college staff prior to beginning. Five factors were rated by a majority of students as needing some or major improvement. These factors were: field placement gave the opportunity a. to integrate information and skills in response to the demands of the settings (55.6%), b. to discern personal and professional strengths, weaknesses and learning needs

TABLE 68 SECOND YEAR STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: FIRST YEAR FIELD PLACEMENT

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | |
| FIELD PLACEMENT GAVE YOU THE OPPORTUNITY TO: INTEGRATE INFORMATION AND SKILLS IN RESPONSE TO THE DEMANDS OF THE SETTING: | 18 | 11.1(2) | 33.3(6) | 22.2(4) | 33.3(6) | | | 2.778 |
| PRACTICE SUCH SKILLS AS ARE REQUISITE TO EFFECTIVE INTERACTION WITH CLIENTS. | 16 | | 50.0(8) | 18.8(3) | 31.3(5) | | | 2.812 |
| DISCERN PERSONAL AND PROFESSIONAL STRENGTHS, WEAKNESSES AND LEARNING NEEDS. | 18 | 5.5(1) | 38.9(7) | 38.9(7) | 16.7(3) | | | 2.667 |
| BE EXPOSED TO A VARIETY OF EXISTING SERVICES THEREBY BECOMING ORIENTED TO THE FIELD OF CHILD AND YOUTH WORK. | 18 | 11.1(2) | 38.9(7) | 27.8(5) | 22.2(4) | | | 2.611 |
| UNDERSTAND THE DEMANDS, PERSONAL AND PROFESSIONAL PLACED UPON THE CHILD CARE/ YOUTH WORKER. | 18 | 5.6(1) | 33.3(6) | 33.3(6) | 22.2(4) | 5.6(1) | | 2.765 |
| THE GENERAL EXPECTATIONS FOR FIELD PLACEMENT WERE OUTLINED BY COLLEGE STAFF PRIOR TO BEGINNING FIELD PLACEMENT. | 18 | 16.7(3) | 33.3(6) | 44.4(8) | 5.6(1) | | | 2.389 |
| THE QUALITY OF SUPERVISION GIVEN BY THE AGENCY WAS ADEQUATE. | 17 | 35.3(6) | 5.9(1) | 35.3(6) | 23.5(4) | | | 2.556 |
| SUPERVISORS AT FIELD PLACEMENT AGENCIES DEALT ADEQUATELY WITH YOUR PROBLEMS AS THEY AROSE. | 18 | 27.8(5) | 16.7(3) | 33.3(6) | 22.2(4) | | | 2.500 |
| THE FIELD PLACEMENT SUPERVISOR FROM THE COLLEGE WAS AVAILABLE TO DISCUSS PROBLEMS CONCERNING FIELD PLACEMENT. | 18 | 16.7(3) | 55.6(10) | 22.2(4) | 5.6(1) | | | 2.167 |
| THE FIELD PLACEMENT AGENCY MADE EXPECTATIONS KNOWN AT THE BEGINNING. | 18 | 33.3(6) | 27.8(5) | 27.8(5) | 11.1(2) | | | 2.167 |
| EVALUATION OF YOUR PERFORMANCE WAS ACCURATE. | 17 | 41.2(7) | 29.4(5) | 11.8(2) | 11.8(2) | 5.9(1) | | 1.938 |
| EVALUATION OF YOUR PERFORMANCE WAS USEFUL IN HELPING YOU LEARN. | 17 | 29.4(5) | 41.2(7) | 11.8(2) | 5.9(1) | 5.9(1) | 5.9(1) | 1.933 |
| SCHEDULING TO ALLOW FIELD PLACEMENT ON TUESDAY AND/OR THURSDAY WAS SUITABLE. | 17 | 58.8(10) | 29.4(5) | 5.9(1) | | | 5.9(1) | 1.438 |
| FIELD PLACEMENTS OFFERRED A VALUABLE AND CONSTRUCTIVE LEARNING EXPERIENCE. | 17 | 41.2(7) | 17.6(3) | 11.8(2) | 29.4(5) | | | 2.294 |

| | | TOO LITTLE | TOO MUCH | ABOUT RIGHT |
|---|---|---|---|---|
| THE AMOUNT OF TIME YOU WERE REQUIRED TO SPEND IN PLACEMENT WAS: | 16 | 31.3(5) | 18.8(3) | 50.0(8) |

(55.6%), and c. to understand the demands, personal and professional placed on the child care or youth worker (55.6%), the quality of supervision given by the agency was adequate (58.8%), and supervisors at field placement agencies dealt adequately with your problems as they arose (55.6%). The amount of time spent in field placement during the first year was rated as about right by 50.0% of second year students responding, as too little by 31.3% and as too much by 18.8%. In terms of offering them a valuable and constructive learning experience, field placement was rated as needing little or no improvement by 58.8% of students.

In examining the ratings for instrucional factors related to the second year of field placement it is shown that fourteen of fifteen factors are rated as needing very little or no improvement by between 66.7% and 94.7% of second year students responding. A majority of 57.9% rated as needing very little or no improvement the factor: field placement gave the opportunity to be exposed to a variety of existing services thereby becoming oriented to the field of child care and youth work, 42.1% rated this factor as needing some or major improvement. The amount of time spent in second year placement was regarded as about right by 70.6% of students, as too little by 17.6% and too much by 11.8%. In terms of their second year field placement offering a valuable and constructive learning experience, 89.4% thought very little or no improvement was needed.

On the whole, factors were seen as needing less improvement in the second year than in the first. Additional comments from

TABLE 69 SECOND YEAR STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS; SECOND YEAR FIELD PLACEMENT

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| FIELD PLACEMENT GAVE YOU THE OPPORTUNITY TO: | | | | | | | | |
| INTEGRATE INFORMATION AND SKILLS IN RESPONSE TO THE DEMANDS OF THE SETTING. | 18 | 21.1(4) | 57.9(11) | 21.1(4) | | | | 2.000 |
| PRACTICE SUCH SKILLS AS ARE REQUISITE TO EFFECTIVE INTERACTION WITH CLIENTS. | 18 | 35.3(6) | 52.9(9) | 11.8(3) | | | | 1.765 |
| DISCERN PERSONAL AND PROFESSIONAL STRENGTHS, WEAKNESSES AND LEARNING NEEDS. | 19 | 15.8(3) | 68.4(13) | 15.8(3) | | | | 2.000 |
| BE EXPOSED TO A VARIETY OF EXISTING SERVICES THEREBY BECOMING ORIENTED TO THE FIELD OF CHILD AND YOUTH WORK. | 19 | 36.8(7) | 21.1(4) | 31.6(6) | 10.5(2) | | | 2.158 |
| UNDERSTAND THE DEMANDS, PERSONAL AND PROFESSIONAL PLACED UPON THE CHILD CARE/YOUTH WORKER. | 19 | 47.4(9) | 36.8(7) | 5.3(1) | 5.3(1) | 5.3(1) | | 1.667 |
| THE GENERAL EXPECTATIONS FOR FIELD PLACEMENT WERE OUTLINED BY COLLEGE STAFF PRIOR TO BEGINNING FIELD PLACEMENT. | 19 | 26.3(5) | 47.4(9) | 26.3(5) | | | | 2.000 |
| THE QUALITY OF SUPERVISION GIVEN BY THE AGENCY WAS ADEQUATE. | 19 | 36.8(7) | 36.8(7) | 21.1(4) | 5.3(1) | | | 1.947 |
| SUPERVISORS AT FIELD PLACEMENT AGENCIES DEALT ADEQUATELY WITH YOUR PROBLEMS AS THEY AROSE. | 19 | 36.8(7) | 47.4(9) | 10.5(2) | 5.3(1) | | | 1.842 |
| THE FIELD PLACEMENT SUPERVISOR FROM THE COLLEGE WAS AVAILABLE TO DISCUSS PROBLEMS CONCERNING FIELD PLACEMENT. | 19 | 47.4(9) | 47.4(9) | 5.3(1) | | | | 1.579 |
| THE FIELD PLACEMENT AGENCY MADE EXPECTATIONS KNOWN AT THE BEGINNING. | 19 | 31.6(6) | 42.1(8) | 26.3(5) | | | | 1.947 |
| EVALUATION OF YOUR PERFORMANCE WAS ACCURATE. | 17 | 29.4(5) | 47.1(8) | 17.6(3) | | 5.9(1) | | 1.875 |
| EVALUATION OF YOUR PERFORMANCE WAS USEFUL IN HELPING YOU LEARN. | 18 | 27.8(5) | 50.0(9) | 11.1(2) | 5.6(1) | 5.6(1) | | 1.813 |
| WEEKLY LOGS TO YOUR COLLEGE SUPERVISOR PROVIDED USEFUL FEEDBACK. | 18 | 22.2(4) | 44.4(8) | 33.3(6) | | | | 2.111 |
| SCHEDULING TO ALLOW FIELD PLACEMENT ON TUESDAY AND/OR THURSDAY WAS SUITABLE. | 19 | 52.6(10) | 26.3(5) | 10.5(2) | 5.3(1) | | | 1.667 |
| THE BLOCK PLACEMENT AT THE BEGINNING OF TRIMESTER 3 WAS USEFUL IN ORIENTING YOU TO THE AGENCY. | 17 | 58.8(10) | 17.6(3) | 11.8(2) | | | 5.9(1) | 1.467 |
| FIELD PLACEMENTS OFFERRED A VALUABLE AND CONSTRUCTIVE LEARNING EXPERIENCE. | 19 | 52.6(10) | 36.8(7) | 10.5(2) | | | | 1.579 |
| | | TOO LITTLE | TOO MUCH | ABOUT RIGHT | | | | |
| THE AMOUNT OF TIME YOU WERE REQUIRED TO SPEND IN PLACEMENT WAS: | 17 | 17.6(3) | 11.8(2) | 70.6(12) | | | | |

students concerning the scheduling of placement days showed support from several for the schedule as it existed, while some indicated preference for a block placement format. Several students commented that field placement had provided valuable learning experiences.

Second year students rated six factors related to integration seminars using the degree of improvement needed scale as described above, again for each of two years. Results are shown in Tables 70,71 and indicate that all factors for both years were rated as needing very little or no improvement by between 62.6% and 87.6% of students responding. First year seminars were seen as about right, in size, by 88.2% of students responding while only 56.3% regarded the size of second year seminar groups as about right 37.5% rating them too large.

## SUMMARY

First year students rated field placement as to degree of improvement needed in instructional factors as well as rating suitability of amount of time and the overall quality of the placement experience. For both first and second trimesters the amount of time spent in placement was seen as about right by a substantial majority of students. Similarly a majority of students regarded the placement as offering a valuable and constructive learning experience. The one factor of some concern was that of general expectations for field placement being outlined by college staff prior to the beginning of placement. All other factors were regarded as needing very little or no improvement by a majority of students,

TABLE 70 SECOND YEAR STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE;

INTEGRATION SEMINAR FIRST YEAR

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | |
| SEMINARS PROVIDED THE OPPORTUNITY TO: | | | | | | | | |
| REVIEW MATTERS OF PERSONAL CONCERN. | 16 | 62.5(10) | 12.5(2) | 12.5(2) | 6.3(1) | 6.3(1) | | 1.600 |
| INTEGRATE LEARNING EXPERIENCES. | 16 | 43.8(7) | 25.0(4) | 18.8(3) | 6.3(1) | 6.3(1) | | 1.867 |
| DISCUSS FIELD PLACEMENT EXPERIENCES. | 16 | 56.3(9) | 31.3(5) | 6.3(1) | 6.3(1) | | | 1.625 |
| A CLEAR STATEMENT OF THE SEMINAR'S PURPOSE WAS PROVIDED. | 16 | 43.8(7) | 37.5(6) | | 12.5(2) | 6.3(1) | | 1.800 |
| A CLEAR STATEMENT OF EVALUATION PROCEDURES WAS PROVIDED. | 16 | 37.5(6) | 18.8(3) | 12.5(2) | 6.3(1) | 18.8(3) | 6.3(1) | 1.833 |
| THERE WAS SUFFICIENT TIME TO MEET THE OBJECTIVES. | 15 | 40.6(6) | 33.3(5) | 20.0(3) | | 6.7(1) | | 1.786 |

| | N. | TOO SMALL | TOO LARGE | ABOUT RIGHT |
|---|---|---|---|---|
| THE SIZE OF THE SEMINAR GROUPS WAS: | 17 | | 11.8(2) | 88.2(15) |

TABLE 71 SECOND YEAR STUDENT RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE:

INTEGRATION SEMINAR SECOND YEAR

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | (CATEGORIES 1-4 ONLY) |
| SEMINARS PROVIDED THE OPPORTUNITY TO: | | | | | | | | |
| REVIEW MATTERS OF PERSONAL CONCERN. | 16 | 31.3(5) | 31.3(5) | 25.0(4) | 12.5(2) | | | 2.188 |
| INTEGRATE LEARNING EXPERIENCES. | 16 | 31.3(5) | 50.0(8) | 18.8(3) | 6.3(1) | | | 1.938 |
| DISCUSS FIELD PLACEMENT EXPERIENCES. | 16 | 31.3(5) | 31.3(5) | 31.3(5) | 6.3(1) | | | 2.125 |
| A CLEAR STATEMENT OF THE SEMINAR'S PURPOSE WAS PROVIDED. | 16 | 37.5(6) | 31.3(5) | 31.3(5) | | | | 1.938 |
| A CLEAR STATEMENT OF EVALUATION PROCEDURES WAS PROVIDED. | 16 | 31.3(5) | 31.3(5) | 12.5(2) | | 18.8(3) | 6.3(1) | 1.750 |
| THERE WAS SUFFICIENT TIME TO MEET THE OBJECTIVES. | 15 | 33.3(5) | 33.3(5) | 20.0(3) | | 13.3(2) | | 1.846 |

| | | TOO SMALL | TOO LARGE | ABOUT RIGHT |
|---|---|---|---|---|
| THE SIZE OF THE SEMINAR GROUPS WAS: | 16 | 6.3(1) | 37.5(6) | 56.3(9) |

for both trimesters.

Second year students also rated instructional factors, overall quality and amount of time spent with regard to field placement for each of the two years. A majority of second year students regarded their first year placement as needing some or major improvement in five instructional factors including opportunities to integrate information and skill in response to the demands of the setting, to discern personal and professional strengths, weakness, learning needs and to understand the demands personal and professional placed on the child care or youth worker, the quality of agency supervision and assistance with problems. Second year instructional factors were all regarded as needing very little or no improvement by a majority of students. Some concern existed over field placement providing the opportunity to be exposed to a variety of existing services. Time spent was seen as about right in amount by a majority of students for both years of placement. A majority of students regarded field placement as a valuable and constructive learning experience in each year, though much more so in the second.

First and second year students also rated instructional factors related to integration seminars (in terms of degree of improvement needed) and the suitability of seminar size. A majority of students in both groups rated all factors as needing very little or no improvement and seminar size as being about right.

## 6. Effectiveness of Instructional Factors in Individual Courses, Field Placement, Integration Seminars, as Perceived by Graduates.

a. Individual Courses

Graduates of the program from 1974 to 1977 were requested to rate the degree of effectiveness of each course in which they had been registered in terms of the degree of improvement needed in sixteen instructional factors. They used the degree of need for improvement scale as described above. Graduates also rated the suitability of class size and overall course quality.

Results are displayed in Tables 72 through 85 which list the instructional factors rated. For the following discussion percentages are calculated excluding Don't Know responses.

COMMUNICATIONS (EN 100.3)

Results are displayed in Table 72. Between 51.4% and 80.6% of respondents rated eleven of sixteen factors as needing very little or no improvement. Factors indicated by a majority of respondents as needing some or major improvement include: material presented was integrated with that presented in other courses (56.8%), sufficient time in course to acquire appropriate knowledge (54.8%), sufficient time in course to acquire appropriate skills (65.6%), opportunities were provided for students to learn to apply theory to practice (51.4%), opportunities were provided to develop self awareness and foster personal growth (50.0%). Class size was rated as about right by 65.7% of respondents. Overall quality of the course was rated as satisfactory or better by 69.4%, as excellent by 13.9% of respondents.

INTRODUCTORY PSYCHOLOGY (PY 101.3)

Results are displayed in Table 73. Between 52.8% and 71.4% of

TABLE 72 GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: EN100.3 COMMUNICATIONS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 37 | 16.2(6) | 35.1(13) | 18.9(7) | 24.3(9) | 2.7(1) | 2.7(1) | 2.543 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 37 | 10.8(4) | 27.0(10) | 21.6(8) | 35.1(13) | | 5.4(2) | 2.857 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 37 | 32.4(12) | 21.6(8) | 16.2(6) | 13.5(5) | 13.5(5) | 2.7(1) | 2.129 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 37 | 43.2(16) | 27.0(10) | 10.8(4) | 8.1(3) | 8.1(3) | 2.7(1) | 1.818 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 37 | 32.4(12) | 18.9(7) | 21.6(8) | 21.6(8) | | 5.4(2) | 2.343 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 37 | 24.3(9) | 29.7(11) | 16.2(6) | 18.9(7) | 5.4(2) | 5.4(2) | 2.333 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 34 | 17.6(6) | 17.6(6) | 32.4(11) | 17.6(6) | 8.8(3) | 5.9(2) | 2.586 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 37 | 8.1(3) | 16.2(6) | 37.8(14) | 18.9(7) | 13.5(5) | 5.4(2) | 2.833 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 37 | 24.3(9) | 32.4(12) | 16.2(6) | 16.2(6) | 5.4(2) | 5.4(2) | 2.272 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 37 | 40.5(15) | 24.3(9) | 8.1(3) | 18.9(7) | | 8.1(3) | 2.059 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 37 | 13.5(5) | 24.3(9) | 27.0(10) | 21.6(8) | 5.4(2) | 8.1(3) | 2.656 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 37 | 16.2(6) | 16.2(6) | 29.7(11) | 16.2(6) | 8.1(3) | 13.5(5) | 2.586 |
| WORKLOAD WAS REASONABLE. | 36 | 47.2(17) | 27.8(10) | 16.7(6) | 2.8(1) | 2.8(1) | 2.8(1) | 1.735 |
| GRADING SYSTEM USED WAS FAIR. | 37 | 45.9(17) | 24.3(9) | 8.1(3) | 10.8(4) | 8.1(3) | 2.7(1) | 2.100 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 37 | 45.9(17) | 21.6(8) | | 5.4(2) | 16.2(6) | 10.8(4) | 1.519 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 37 | 37.8(14) | 13.5(5) | 8.1(3) | 8.1(3) | 21.6(8) | 10.8(4) | 1.800 |

CLASS SIZE WAS: (N=35) TOO LARGE: 31.4(11) TOO SMALL: 2.9(1) ABOUT RIGHT: 65.7(23)

| OVERALL QUALITY OF THIS COURSE WAS: | 1.EXCELLENT | 2. | 3.SATISFACTORY | 4. | 5.VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| (N=36) | 13.9(5) | 19.4(7) | 36.1(13) | 19.4(7) | 11.4(4) | 2.944 |

TABLE 73 GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: PY 101.3 INTRODUCTORY PSYCHOLOGY

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | (CATEGORIES 1-4 ONLY) |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 36 | 22.2(8) | 30.6(11) | 19.4(7) | 22.2(8) | 5.6(2) | | 2.441 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 36 | 22.2(8) | 30.6(11) | 27.8(10) | 19.4(7) | | | 2.444 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 36 | 38.9(14) | 25.0(9) | 19.4(7) | 13.9(5) | 2.8(1) | | 2.086 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 34 | 23.5(8) | 17.6(6) | 29.4(10) | 26.5(9) | 2.9(1) | | 2.606 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 36 | 19.4(7) | 22.2(8) | 33.3(12) | 25.0(9) | | | 2.639 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 36 | 13.9(5) | 36.1(13) | 27.8(10) | 22.2(8) | | | 2.583 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 33 | 18.2(6) | 42.4(14) | 21.2(7) | 14.7(5) | 3.0(1) | | 2.344 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 36 | 8.3(3) | 33.3(12) | 22.2(8) | 13.9(5) | 2.8(1) | 19.4(7) | 2.536 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 36 | 11.1(4) | 25.0(9) | 36.1(13) | 22.2(8) | 5.6(2) | | 2.735 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 36 | 19.4(7) | 16.7(6) | 36.1(13) | 19.4(7) | 2.8(1) | 5.6(2) | 2.394 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 36 | 2.8(1) | 5.6(2) | 58.3(21) | 30.6(11) | | 2.8(1) | 3.171 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 36 | 11.1(4) | 11.1(4) | 30.6(11) | 33.3(12) | 2.8(1) | 11.1(4) | 3.000 |
| WORKLOAD WAS REASONABLE. | 36 | 33.3(12) | 36.1(13) | 13.9(5) | 13.9(5) | 2.8(1) | | 2.086 |
| GRADING SYSTEM USED WAS FAIR. | 36 | 38.9(14) | 25.0(9) | 19.4(7) | 8.3(3) | 8.3(3) | | 1.970 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 36 | 33.3(12) | 19.4(7) | 11.1(4) | 16.7(6) | 13.9(5) | 5.6(2) | 2.138 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 36 | 22.2(8) | 11.1(4) | 13.9(5) | 16.7(6) | 25.0(9) | 11.1(4) | 2.391 |

CLASS SIZE WAS: (N=33) TOO LARGE: 57.6(19) TOO SMALL: 6.1(2) ABOUT RIGHT: 36.4(12)

| OVERALL QUALITY OF THIS COURSE WAS: | 1.EXCELLENT | 2. | 3.SATISFACTORY | 4. | 5.VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| (N=34) | 5.9(2) | 14.7(5) | 32.4(11) | 38.2(13) | 8.8(3) | 3.294 |

respondents rated seven of sixteen factors as needing very little or no improvement. Factor: instructional methods used were effective in helping you meet course objectives was rated as needing very little or no improvement by 50% and some or major by 50% of respondents. Factor: instructor was available for student counselling on personal or vocational matters was rated as needing very little or no improvement by 48%, some or major by 44% and as not applicable by 16%. Factor: sufficient time in course to develop appropriate skills was rated as needing very little or no improvement by 42.9%, some or major by 37.1% as not applicable by 20% of respondents. Factors rated as needing some or major improvement by a majority of graduates responding include: material presented in the class was in an understandable form (57.6%), a variety of instructional methods were used (58.3%), opportunities were provided for students a) to learn at their own speed (61.8%), b) to learn to apply theory to practice (91.7%), c) to develop self awareness and foster personal growth (65.7%). The class was rated as too large by 57.6%, about right by 36.4%. The overall quality of the course was rated as satisfactory or better by 52.9%, as excellent by 5.9% of graduates responding.

## INTRODUCTORY SOCIOLOGY (SO 101.3)

Results are displayed in Table 74. Between 51.4% and 73.0% of respondents rated twelve of sixteen factors as needing very little or no improvement. The factor: sufficient time in course to develop the appropriate skills, was rated by 50% as needing very little or no improvement, 43.8% as some or major, and 6.3% as not applicable. The factor: opportunities were provided for students to develop

TABLE 74 GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: SO 101.3 INTRODUCTORY SOCIOLOGY

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS | | | | | | MEAN |
|---|---|---|---|---|---|---|---|---|
| | | 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | (CATEGORIES 1-4 ONLY) |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 37 | 16.2(6) | 29.7(11) | 37.8(14) | 13.5(5) | 2.7(1) | | 2.500 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 37 | 16.2(6) | 35.1(13) | 32.4(12) | 16.2(6) | | | 2.486 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 37 | 27.0(10) | 29.7(11) | 32.4(12) | 8.1(3) | 8.1(3) | | 2.353 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 35 | 37.1(13) | 25.7(9) | 22.8(8) | 11.4(4) | 2.9(1) | | 1.971 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 37 | 24.3(9) | 35.1(13) | 27.0(10) | 13.5(5) | | | 2.297 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 36 | 18.9(7) | 35.1(13) | 24.3(9) | 16.2(6) | 2.7(1) | | 2.400 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 34 | 26.5(9) | 26.5(9) | 26.5(9) | 14.7(5) | 5.9(2) | | 2.313 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 34 | 17.6(6) | 29.4(10) | 23.5(8) | 17.6(6) | 5.9(2) | 5.9(2) | 2.467 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 37 | 29.7(11) | 37.8(14) | 18.9(7) | 8.1(3) | 2.7(1) | 2.7(1) | 2.057 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 37 | 48.6(18) | 24.3(9) | 10.8(4) | 16.2(6) | | | 1.946 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 37 | 13.5(5) | 24.3(9) | 29.7(11) | 29.7(11) | | 2.7(1) | 2.778 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 37 | 16.2(6) | 29.7(11) | 29.7(11) | 18.9(7) | | 5.4(2) | 2.543 |
| WORKLOAD WAS REASONABLE. | 37 | 37.8(14) | 32.4(12) | 13.5(5) | 16.2(6) | | | 2.081 |
| GRADING SYSTEM USED WAS FAIR. | 37 | 35.1(13) | 27.0(10) | 16.2(6) | 13.5(5) | 8.1(3) | | 2.088 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 37 | 32.4(12) | 21.6(8) | 13.5(5) | 13.5(5) | 16.2(6) | 2.7(1) | 2.100 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 37 | 27.0(10) | 18.9(7) | 13.5(5) | 13.5(5) | 16.2(6) | 10.8(4) | 2.185 |

CLASS SIZE WAS: (N=36) TOO LARGE: 33.3(12) TOO SMALL: ABOUT RIGHT: 66.6(24)

| OVERALL QUALITY OF THIS COURSE WAS: (N=37) | 1. EXCELLENT | 2. | 3. SATISFACTORY | 4. | 5. VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| | 18.9(7) | 8.1(3) | 37.8(14) | 18.9(7) | 16.2(6) | 2.974 |

self awareness and personal growth was rated as needing very little or no improvement by 45.9%, as some or major by 48.6%, as not applicable by 5.4%. The two factors rated by a majority of graduates as needing some or major improvement were: clear statement of course content and objective was provided at beginning of course (52.8%), opportunities were provided for students to learn to apply theory to practice (59.5%). Class size was judged to be about right by 66.6%, as too large by 33.3% of respondents. Overall course quality was rated as satisfactory or better by 64.9%, as excellent by 18.9% of graduates responding.

## ISSUES IN YOUTH (YW 101.3)

Results are shown in Table 75. All instructional factors were rated as needing very little or no improvement by between 57.9% and 89.5% of graduates responding. Class size was seen as about right by 60.5% and too large by 34.3%. The overall quality of the course was judged to be satisfactory or better by 100% and as excellent by 18.9% of graduates responding.

## FUNDAMENTALS OF HUMAN RELATIONS (PL 202.3)

Results are shown in Table 76. All instructional factors were rated as needing very little or no improvement by between 56.4% and 97.4% of graduates responding. Class size was seen as too large by 56.8% and as about right by 40.5% of respondents. Overall quality of this course was rated as satisfactory or better by 92.3%, as excellent by 23.1% of graduates responding.

## JUVENILE DELINQUENCY (YW 202.3)

Results are shown in Table 77. All instructional factors were

TABLE 75 GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: YW 101.3 ISSUES IN YOUTH

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 38 | 39.5(15) | 39.5(15) | 13.2(5) | 2.6(1) | 5.3(2) | | 1.778 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 38 | 47.4(18) | 34.2(13) | 15.8(6) | 2.6(1) | | | 1.737 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 38 | 44.7(17) | 34.2(13) | 10.5(4) | 2.6(1) | 7.9(3) | | 1.686 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 38 | 39.5(15) | 31.6(12) | 21.1(8) | | 7.9(3) | | 1.800 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 38 | 28.9(11) | 28.9(11) | 39.5(15) | | | 2.6(1) | 2.108 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 38 | 26.3(10) | 47.4(18) | 23.7(9) | | | 2.6(1) | 1.973 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 35 | 28.6(10) | 51.4(18) | 20.0(7) | | | | 1.914 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 35 | 20.0(7) | 48.6(17) | 25.7(9) | | | 5.7(2) | 2.061 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 38 | 13.2(5) | 55.3(21) | 26.3(10) | 2.6(1) | 2.6(1) | | 2.189 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 38 | 60.5(23) | 28.9(11) | 7.9(3) | | | 2.6(1) | 1.459 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 38 | 18.4(7) | 47.4(18) | 23.7(9) | 2.6(1) | 5.3(2) | 2.6(1) | 2.114 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 38 | 34.2(13) | 44.7(17) | 18.4(7) | | 2.6(1) | | 1.838 |
| WORKLOAD WAS REASONABLE. | 38 | 50.0(19) | 34.2(13) | 15.8(6) | | | | 1.658 |
| GRADING SYSTEM USED WAS FAIR. | 38 | 47.4(18) | 28.9(11) | 13.2(5) | 7.9(3) | 2.6(1) | | 1.811 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 38 | 63.2(24) | 23.7(9) | 13.2(5) | | | | 1.500 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 38 | 68.4(26) | 13.2(5) | 13.2(5) | 2.6(1) | | 2.6(1) | 1.486 |

| CLASS SIZE WAS: (N=38) | TOO LARGE: 34.2(13) | TOO SMALL: 5.3(2) | ABOUT RIGHT: 60.5(23) | | | |
|---|---|---|---|---|---|---|
| OVERALL QUALITY OF THIS COURSE WAS: (N=37) | 1.EXCELLENT 18.9(7) | 2. 43.2(16) | 3.SATISFACTORY 37.8(14) | 4. | 5.VERY POOR | MEAN: 2.189 |

TABLE **76** GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: PL 202.3 FUNDAMENTALS OF HUMAN RELATIONS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 39 | 35.9(14) | 33.3(13) | 17.9(7) | 5.1(2) | 7.7(3) | | 1.917 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 39 | 46.2(18) | 30.8(12) | 15.4(6) | 5.1(2) | 2.6(1) | | 1.789 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 38 | 28.9(11) | 28.9(11) | 28.9(11) | 5.3(2) | 7.9(3) | | 2.114 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 38 | 36.8(14) | 39.5(15) | 7.9(3) | 10.5(4) | 2.6(1) | 2.6(1) | 1.917 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 39 | 46.2(18) | 28.2(11) | 23.1(9) | 2.6(1) | | | 1.821 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 39 | 41.0(16) | 38.5(15) | 12.8(5) | 7.7(3) | | | 1.872 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 36 | 27.8(10) | 41.7(15) | 22.2(8) | 5.6(2) | 2.8(1) | | 2.057 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 39 | 17.9(7) | 38.5(15) | 28.2(11) | 7.7(3) | | 7.7(3) | 2.278 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 39 | 46.2(18) | 30.8(12) | 20.5(8) | 2.6(1) | | | 1.795 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 39 | 66.7(26) | 30.8(12) | 2.6(1) | | | | 1.359 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 39 | 35.9(14) | 30.8(12) | 28.2(11) | 5.1(2) | | | 2.026 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 39 | 43.6(17) | 38.5(15) | 15.4(6) | 2.6(1) | | | 1.769 |
| WORKLOAD WAS REASONABLE. | 39 | 53.8(21) | 28.2(11) | 10.3(4) | 5.1(2) | 2.6(1) | | 1.658 |
| GRADING SYSTEM USED WAS FAIR. | 39 | 46.2(18) | 30.8(12) | 12.8(5) | 7.7(3) | 2.6(1) | | 1.816 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 38 | 47.4(18) | 23.7(9) | 13.2(5) | 7.9(3) | 7.9(3) | | 1.800 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 38 | 52.6(20) | 15.8(6) | 10.5(4) | 7.9(3) | 10.5(4) | 2.6(1) | 1.697 |

CLASS SIZE WAS: (N=37) TOO LARGE: 56.8(21) TOO SMALL: 2.7(1) ABOUT RIGHT: 40.5(15)

| OVERALL QUALITY OF THIS COURSE WAS: (N=39) | 1. EXCELLENT | 2. | 3. SATISFACTORY | 4. | 5. VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| | 23.1(9) | 35.9(14) | 33.3(13) | 7.7(3) | | 2.256 |

TABLE 77 GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: YW 202.3 JUVENILE DELINQUENCY

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | (CATEGORIES 1-4 ONLY) |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 39 | 61.5(24) | 28.2(11) | 7.7(3) | 2.6(1) | | | 1.513 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 39 | 48.7(19) | 41.0(16) | 7.7(3) | 2.6(1) | | | 1.641 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 39 | 64.1(25) | 23.1(9) | 7.7(3) | 5.1(2) | | | 1.538 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 38 | 52.6(20) | 26.3(10) | 7.9(3) | 7.9(3) | 5.3(2) | | 1.694 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 39 | 33.3(13) | 46.2(18) | 17.9(7) | 2.6(1) | | | 1.897 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 39 | 48.7(19) | 30.8(12) | 15.4(6) | 5.1(2) | | | 1.769 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 39 | 41.0(16) | 33.3(13) | 17.9(7) | 7.7(3) | | | 1.923 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 36 | 22.2(8) | 41.7(15) | 22.2(8) | 11.1(4) | | 2.8(1) | 2.229 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 39 | 25.6(10) | 33.3(13) | 28.2(11) | 7.7(3) | 2.6(1) | 2.6(1) | 2.189 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 39 | 35.9(14) | 33.3(13) | 15.4(6) | 7.7(3) | | 7.7(3) | 1.944 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 39 | 30.8(12) | 38.5(15) | 20.5(8) | 5.1(2) | 2.6(1) | 2.6(1) | 2.000 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 39 | 30.8(12) | 33.3(13) | 12.8(5) | 5.1(2) | 5.1(2) | 12.9(5) | 1.906 |
| WORKLOAD WAS REASONABLE. | 39 | 48.7(19) | 33.3(13) | 12.8(5) | 5.1(2) | | | 1.744 |
| GRADING SYSTEM USED WAS FAIR. | 39 | 53.8(21) | 33.3(13) | 5.1(2) | 7.7(3) | | | 1.667 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 39 | 64.1(25) | 23.1(9) | 2.6(1) | 5.1(2) | 2.6(1) | 2.6(1) | 1.459 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 39 | 59.0(23) | 15.4(6) | 5.1(2) | 2.6(1) | 10.3(4) | 7.7(3) | 1.406 |

CLASS SIZE WAS: (N=36) TOO LARGE: 16.7(6) TOO SMALL: ABOUT RIGHT: 83.3(30)

| OVERALL QUALITY OF THIS COURSE WAS: | 1.EXCELLENT | 2. | 3.SATISFACTORY | 4. | 5.VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| (N=38) | 34.2(13) | 23.7(9) | 31.6(12) | 10.5(4) | | 2.184 |

rated as needing very little or no improvement by between 60.5% and 89.7% of graduates responding. Class size was seen as about right by 83.3% of respondents, overall course quality as satisfactory or better by 89.5%, as excellent by 34.2%.

## THEORIES OF COUNSELLING (YW 203.3)

Results are displayed in Table 78. Between 51.4% and 81.1% of graduates responding rated twelve of sixteen factors as needing very little or no improvement. The factor: material presented in class was in an understandable form was rated by 50% of respondents as needing little or no improvement, by 50% as needing some or major improvement. The three factors rated by a majority of respondents as needing some or major improvement were: sufficient time in course to develop the appropriate skills (52.8%), opportunities were provided for students a) to learn at their own speed (55.6%), b) to learn to apply theory to practice (54.1%). The class size was seen as about right by 73.5% of graduates responding, the overall course quality as satisfactory or better by 72.2%,as excellent by 11.1%.

## GROUP PROCESS (YW 204.3)

Results are displayed in Table 79. Fifteen of sixteen factors were rated as needing very little or no improvement by between 61.8% and 91.2% of graduates responding. The factor: sufficient time in course to develop the appropriate skills was rated by 52.9% of graduates responding as needing some or major improvement. Class size was rated as about right by 53.3%, as too large by 36.7% of respondents, overall course quality was rated as satisfactory or better by 90.9%, as excellent by 12.1% of graduates responding.

TABLE **78** GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: YW 203.3 THEORIES OF COUNSELLING

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | (CATEGORIES 1-4 ONLY) |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 37 | 24.3(9) | 32.4(12) | 24.3(9) | 10.8(4) | 8.1(3) | | 2.235 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 37 | 35.1(13) | 32.4(12) | 21.6(8) | 8.1(3) | 2.7(1) | | 2.028 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 37 | 29.7(11) | 24.3(9) | 27.0(10) | 13.5(5) | 5.4(2) | | 2.257 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 34 | 26.5(9) | 23.5(8) | 29.4(10) | 20.6(7) | | | 2.441 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 37 | 32.4(12) | 29.7(11) | 18.9(7) | 18.9(7) | | | 2.243 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 36 | 33.3(12) | 22.2(8) | 19.4(7) | 25.0(9) | | | 2.361 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 37 | 21.6(8) | 29.7(11) | 27.0(10) | 18.9(7) | 2.7(1) | | 2.444 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 37 | 16.2(6) | 27.0(10) | 27.0(10) | 24.3(9) | 2.7(1) | 2.7(1) | 2.629 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 37 | 18.9(7) | 24.3(9) | 40.5(15) | 13.5(5) | 2.7(1) | | 2.500 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 37 | 32.4(12) | 27.0(10) | 24.3(9) | 16.2(6) | | | 2.243 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 37 | 16.2(6) | 29.7(11) | 27.0(10) | 27.0(10) | | | 2.649 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 37 | 21.6(8) | 40.5(15) | 16.2(6) | 21.6(8) | | | 2.378 |
| WORKLOAD WAS REASONABLE. | 37 | 32.4(12) | 40.5(15) | 18.9(7) | 5.4(2) | 2.7(1) | | 1.972 |
| GRADING SYSTEM USED WAS FAIR. | 37 | 32.4(12) | 35.1(13) | 16.2(6) | 5.4(2) | 10.8(4) | | 1.939 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 37 | 37.8(14) | 43.2(16) | 2.7(1) | 10.8(4) | 2.7(1) | 2.7(1) | 1.857 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 37 | 32.4(12) | 40.5(15) | 5.4(2) | 10.8(4) | 5.4(2) | 5.4(2) | 1.939 |

CLASS SIZE WAS: (N=34) TOO LARGE: 23.5(8) TOO SMALL: 2.9(1) ABOUT RIGHT: 73.5(25)

| OVERALL QUALITY OF THIS COURSE WAS: (N=36) | 1.EXCELLENT | 2. | 3.SATISFACTORY | 4. | 5.VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| | 11.1(4) | 30.6(11) | 30.6(11) | 22.2(8) | 5.6(2) | 2.806 |

TABLE **79** GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: YW 204.3 GROUP PROCESS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 34 | 29.4(10) | 41.2(14) | 20.6(7) | 5.9(2) | 2.9(1) | | 2.030 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 34 | 41.2(14) | 41.2(14) | 14.7(5) | 2.9(1) | | | 1.794 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 34 | 32.4(11) | 38.2(13) | 14.7(5) | 8.8(3) | 5.9(2) | | 2.000 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 32 | 28.1(9) | 37.5(12) | 25.0(8) | 6.3(2) | 3.1(1) | | 2.097 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 34 | 29.4(10) | 41.2(14) | 17.6(6) | 11.8(4) | | | 2.118 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 34 | 32.4(11) | 32.4(11) | 29.4(10) | 5.9(2) | | | 2.088 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 34 | 32.4(11) | 29.4(10) | 29.4(10) | 8.8(3) | | | 2.147 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 34 | 20.6(7) | 26.5(9) | 35.3(12) | 17.6(6) | | | 2.500 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 34 | 23.5(8) | 58.8(20) | 14.7(5) | 2.9(1) | | | 1.971 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 34 | 55.9(19) | 35.3(12) | 2.9(1) | 5.9(2) | | | 1.588 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 34 | 38.2(13) | 32.4(11) | 14.7(5) | 14.7(5) | | | 2.059 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 34 | 32.4(11) | 47.1(16) | 17.6(6) | 2.9(1) | | | 1.912 |
| WORKLOAD WAS REASONABLE. | 34 | 44.1(15) | 32.4(11) | 17.6(6) | 5.9(2) | | | 1.853 |
| GRADING SYSTEM USED WAS FAIR. | 34 | 44.1(15) | 29.4(10) | 14.7(5) | 2.9(1) | 8.8(3) | | 1.742 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 34 | 44.1(15) | 41.2(14) | 5.9(2) | 5.9(2) | | 2.9(1) | 1.727 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 34 | 44.1(15) | 38.2(13) | 2.9(1) | 8.8(3) | 2.9(1) | 2.9(1) | 1.750 |

CLASS SIZE WAS: (N=30) TOO LARGE: 36.7(11) TOO SMALL: 10.0(3) ABOUT RIGHT: 53.3(16)

| | | | | | | |
|---|---|---|---|---|---|---|
| OVERALL QUALITY OF THIS COURSE WAS: (N=33) | 1.EXCELLENT | 2. | 3.SATISFACTORY | 4. | 5.VERY POOR | MEAN: |
| | 12.1(4) | 27.3(9) | 51.5(17) | 9.1(3) | | 2.576 |

## YOUTH COUNSELLING I (YW 303.3)

Results are displayed in Table 80. All instructional factors were rated as needing very little or no improvement by between 54.1% and 91.7% of graduates responding. Class size was seen as about right by 65.6% and as too large by 31.3% of respondents. Overall course quality was rated as satisfactory or better by 91.2%, as excellent by 29.4% of graduates responding.

## RECREATION AND YOUTH (YW 304.3)

Results are displayed in Table 81. Twelve of sixteen instructional factors were rated as needing very little or no improvement by between 52.8% and 73.0% of graduates responding. Factor: clear statement of how you were to be evaluated was provided at beginning of course, was rated by 50% of respondents as needing very little or no improvement, by 50% as needing some or major improvement. The factor: clear statement of course content and objectives was provided at beginning of course was rated by 48.6% of respondents as needing very little or no improvement, by 48.6% as needing some or major improvement, by 2.9% as not applicable. The two factors which a majority of graduates responding rated as needing some or major improvement were: sufficient time in course to develop appropriate skills (62.2%) and opportunities were provided for students to learn to apply theory to practice (51.4%). Class size was rated about right by 80.6% of respondents, overall course quality as satisfactory or better by 69.4%, as excellent by 13.9%.

## TREATMENT METHODS (YW 305.3)

Results are displayed in Table 82. All instructional factors

TABLE **80** GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: YW 303.3 YOUTH COUNSELLING

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 37 | 35.1(13) | 43.2(16) | 16.2(6) | 2.7(1) | 2.7(1) | | 1.861 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 37 | 56.8(21) | 32.4(12) | 8.1(3) | | 2.7(1) | | 1.500 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 37 | 48.6(18) | 29.7(11) | 5.4(2) | 5.4(2) | 10.8(4) | | 1.636 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 35 | 42.9(15) | 28.6(10) | 25.7(9) | | 2.9(1) | | 1.824 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 37 | 48.6(18) | 32.4(12) | 16.2(6) | 2.7(1) | | | 1.730 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 37 | 37.8(14) | 37.1(13) | 24.3(9) | 2.7(1) | | | 1.919 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 37 | 37.8(14) | 29.7(11) | 24.3(9) | 8.1(3) | | | 2.027 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 37 | 27.0(10) | 27.0(10) | 37.1(13) | 10.8(4) | | | 2.297 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 37 | 37.1(13) | 27.0(10) | 24.3(9) | 10.8(4) | | 2.7(1) | 2.111 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 37 | 51.4(19) | 37.1(13) | 5.4(2) | 2.7(1) | | 5.4(2) | 1.571 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 37 | 43.2(16) | 32.4(12) | 18.9(7) | 2.7(1) | | 2.7(1) | 1.806 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 37 | 43.2(16) | 37.8(14) | 13.5(5) | 2.7(1) | | 2.7(1) | 1.750 |
| WORKLOAD WAS REASONABLE. | 37 | 43.2(16) | 32.4(12) | 18.9(7) | 2.7(1) | | 2.7(1) | 1.806 |
| GRADING SYSTEM USED WAS FAIR. | 37 | 43.2(16) | 37.8(14) | 8.1(3) | 5.4(2) | 2.7(1) | 2.7(1) | 1.829 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 37 | 64.9(24) | 24.3(9) | 2.7(1) | | 2.7(1) | 5.4(2) | 1.324 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 37 | 59.4(22) | 24.3(9) | 5.4(2) | | 2.7(1) | 8.1(3) | 1.394 |

CLASS SIZE WAS: (N=32) TOO LARGE: 31.3(10) TOO SMALL: 3.1(1) ABOUT RIGHT: 65.6(21)

| OVERALL QUALITY OF THIS COURSE WAS: (N=34) | 1. EXCELLENT | 2. | 3. SATISFACTORY | 4. | 5. VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| | 29.4(10) | 26.5(9) | 35.3(12) | 8.8(3) | | 2.235 |

TABLE **81** GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: YW 304.3 RECREATION AND YOUTH

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 37 | 18.9(7) | 27.0(10) | 32.4(12) | 13.5(5) | 5.4(2) | 2.7(1) | 2.441 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 37 | 8.1(3) | 43.2(16) | 24.3(9) | 18.9(7) | 2.7(1) | 2.7(1) | 2.571 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 36 | 22.2(8) | 25.0(9) | 36.1(13) | 11.1(4) | 5.6(2) | | 2.382 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 35 | 35.1(13) | 29.7(11) | 18.9(7) | 8.1(3) | 2.7(1) | | 2.000 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 36 | 27.8(10) | 30.6(11) | 25.0(9) | 16.7(6) | | | 2.306 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 35 | 22.9(8) | 31.4(11) | 17.1(6) | 28.6(10) | | | 2.514 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 37 | 27.0(10) | 37.8(14) | 16.2(6) | 18.9(7) | | | 2.270 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 37 | 13.5(5) | 24.3(9) | 29.7(11) | 32.4(12) | | | 2.811 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 37 | 27.0(10) | 43.2(16) | 10.8(4) | 10.8(4) | 2.7(1) | 5.4(2) | 2.059 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 37 | 29.7(11) | 43.2(16) | 13.5(5) | 10.8(4) | | 2.7(1) | 2.056 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 37 | 16.2(6) | 32.4(12) | 24.3(9) | 27.0(10) | | | 2.622 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 37 | 16.2(6) | 37.8(14) | 21.6(8) | 13.5(5) | 2.7(1) | 8.1(3) | 2.364 |
| WORKLOAD WAS REASONABLE. | 37 | 37.8(14) | 35.1(13) | 10.8(4) | 16.2(6) | | | 2.054 |
| GRADING SYSTEM USED WAS FAIR. | 37 | 40.5(15) | 29.7(11) | 13.5(5) | 10.8(4) | 5.4(2) | | 1.943 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 37 | 24.3(9) | 29.7(11) | 5.4(2) | 18.9(7) | 21.6(8) | | 2.097 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 37 | 8.1(3) | 29.7(11) | 8.1(3) | 21.6(8) | 29.7(11) | 2.7(1) | 2.640 |

CLASS SIZE WAS: (N=36) TOO LARGE: 11.1(4) TOO SMALL: 8.3(3) ABOUT RIGHT: 80.6(29)

| OVERALL QUALITY OF THIS COURSE WAS: (N=36) | 1. EXCELLENT | 2. | 3. SATISFACTORY | 4. | 5. VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| | 13.9(5) | 16.7(6) | 38.9(14) | 22.2(8) | 8.3(3) | 2.944 |

TABLE **82** GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY:

YW 305.3 TREATMENT METHODS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 33 | 48.5(16) | 21.2(7) | 24.2(8) | 3.0(1) | 3.0(1) | | 1.813 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 33 | 51.5(17) | 27.3(9) | 15.1(5) | 6.1(2) | | | 1.758 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 33 | 39.4(13) | 33.3(11) | 15.1(5) | 6.1(2) | 6.1(2) | | 1.871 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 33 | 45.5(15) | 21.2(7) | 18.2(6) | 6.1(2) | 12.1(4) | | 1.897 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 33 | 30.3(10) | 36.4(12) | 27.3(9) | 6.1(2) | | | 2.091 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 33 | 36.4(12) | 24.2(8) | 24.2(8) | 15.1(5) | | | 2.182 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 33 | 39.4(13) | 24.2(8) | 21.2(7) | 12.1(4) | 3.0(1) | | 2.063 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 33 | 21.2(7) | 36.4(12) | 18.2(6) | 12.1(4) | 12.1(4) | | 2.241 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 33 | 21.2(7) | 42.4(14) | 24.2(8) | 6.1(2) | 3.0(1) | 3.0(1) | 2.161 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 33 | 42.4(14) | 39.4(13) | 15.1(5) | 3.0(1) | | | 1.909 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 33 | 33.3(11) | 24.2(8) | 21.2(7) | 21.2(7) | | | 2.303 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 33 | 33.3(11) | 33.3(11) | 21.2(7) | 6.1(2) | | 6.1(2) | 2.000 |
| WORKLOAD WAS REASONABLE. | 33 | 30.3(10) | 39.4(13) | 18.2(6) | 12.1(4) | | | 2.121 |
| GRADING SYSTEM USED WAS FAIR. | 33 | 57.6(19) | 24.2(8) | 12.1(4) | 3.0(1) | 3.0(1) | | 1.594 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 33 | 51.5(17) | 24.2(8) | 3.0(1) | 12.1(4) | 6.1(2) | 3.0(1) | 1.600 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 33 | 48.5(16) | 24.2(8) | 12.1(4) | 3.0(1) | 12.1(4) | | 1.655 |

CLASS SIZE WAS: (N=32) TOO LARGE: 9.4(3) TOO SMALL: 6.3(2) ABOUT RIGHT: 84.4(27)

| OVERALL QUALITY OF THIS COURSE WAS: (N=33) | 1.EXCELLENT | 2. | 3.SATISFACTORY | 4. | 5.VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| | 18.2(6) | 27.3(9) | 48.5(16) | 6.1(2) | | 2.424 |

were rated as needing very little or no improvement by between 57.6% and 81.8% of graduates responding. Class size was rated as about right by 84.4%, overall course quality as satisfactory or better by 94.0%, as excellent by 18.2% of graduates responding.

## YOUTH COUNSELLING II (YW 403.3)

Results are displayed in Table 83. All instructional factors were rated as needing very little or no improvement by between 68.6% and 94.3% of graduates responding. Class size was judged to be about right by 68.6% of respondents, too large by 25.7%. Overall course quality was rated as satisfactory or better by 94.3%, as excellent by 45.7% of graduates responding.

## FAMILY DYNAMICS (SS 202.3)

Results are displayed in Table 84. Fifteen of sixteen instructional factors were rated as needing very little or no improvement by between 51.4% and 84.2% of graduates responding. The factor: opportunities were provided for students to learn to apply theory to practice, was rated as needing some or major improvement by 55.3% of respondents. Class size was seen as about right by 75% of respondents, overall course quality as satisfactory or better by 82.4%, as excellent by 17.6%.

## HEALTH ISSUES (CO 211.3)

Results are shown in Table 85. All instructional factors were rated as needing very little or no improvement by between 66.7% and 86.4% of graduates responding. Class size was seen as about right by 50%, too large by 40.9% of respondents. Overall course quality was rated as satisfactory or better by 90.9%, as excellent

TABLE **83** GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: YW 403.3 YOUTH COUNSELLING II

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | |
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 35 | 54.3(19) | 20.0(7) | 20.0(7) | 2.9(1) | 2.9(1) | | 1.706 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 35 | 60.0(21) | 25.7(9) | 11.4(4) | 2.9(1) | | | 1.571 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 35 | 51.4(18) | 22.9(8) | 17.1(6) | 5.7(2) | 2.9(1) | | 1.764 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 35 | 57.1(20) | 22.9(8) | 20.0(7) | | | | 1.629 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 35 | 48.6(17) | 34.3(12) | 8.6(3) | 8.6(3) | | | 1.771 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 35 | 48.6(17) | 25.7(9) | 17.1(6) | 8.6(3) | | | 1.857 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 35 | 45.7(16) | 22.9(8) | 20.0(7) | 11.4(4) | | | 1.971 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 35 | 42.9(15) | 28.6(10) | 14.3(5) | 14.3(5) | | | 2.000 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 35 | 51.4(18) | 28.6(10) | 14.3(5) | 5.7(2) | | | 1.743 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 35 | 62.9(22) | 22.9(8) | 8.6(3) | | 2.9(1) | 2.9(1) | 1.424 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 35 | 54.3(19) | 20.0(7) | 14.3(5) | 11.4(4) | | | 1.829 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 35 | 51.4(18) | 22.9(8) | 17.1(6) | 5.7(2) | | 2.9(1) | 1.765 |
| WORKLOAD WAS REASONABLE. | 35 | 65.7(23) | 17.1(6) | 11.4(4) | 2.9(1) | | 2.9(1) | 1.500 |
| GRADING SYSTEM USED WAS FAIR. | 36 | 66.7(24) | 19.4(7) | 2.8(1) | 8.3(3) | 2.8(1) | | 1.514 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 36 | 63.9(23) | 27.8(10) | 5.6(2) | | 2.8(1) | | 1.400 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 36 | 61.1(22) | 22.2(8) | 8.3(3) | | 8.3(3) | | 1.424 |

CLASS SIZE WAS: (N=35) TOO LARGE: 25.7(9) TOO SMALL: 5.7(2) ABOUT RIGHT: 68.6(24)

| OVERALL QUALITY OF THIS COURSE WAS: (N=35) | 1.EXCELLENT | 2. | 3.SATISFACTORY | 4. | 5.VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| | 45.7(16) | 20.0(7) | 28.6(10) | 5.7(2) | | 1.943 |

TABLE 84 GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: SS 202.3 FAMILY DYNAMICS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 38 | 34.2(13) | 39.5(15) | 18.4(7) | 5.3(2) | 2.6(1) | | 1.946 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 38 | 34.2(13) | 42.1(16) | 21.1(8) | 2.6(1) | | | 1.921 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 38 | 42.1(16) | 26.3(10) | 23.7(9) | 2.6(1) | 5.3(2) | | 1.861 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 38 | 31.6(12) | 39.5(15) | 21.1(8) | 7.9(3) | | | 2.053 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 38 | 31.6(12) | 39.5(15) | 21.1(8) | 7.9(3) | | | 2.053 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 38 | 34.2(13) | 39.5(15) | 23.7(9) | 2.6(1) | | | 1.947 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 38 | 21.1(8) | 28.9(11) | 28.9(11) | 18.4(7) | 2.6(1) | | 2.270 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 38 | 18.4(7) | 31.6(12) | 31.6(12) | 15.8(6) | 2.6(1) | | 2.459 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 38 | 28.9(11) | 44.7(17) | 21.1(8) | 5.3(2) | | | 2.026 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 38 | 39.5(15) | 44.7(17) | 13.2(5) | 2.6(1) | | | 1.789 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 38 | 18.4(7) | 26.3(10) | 47.4(18) | 7.9(3) | | | 2.447 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 38 | 26.3(10) | 44.7(17) | 23.7(9) | 5.3(2) | | | 2.079 |
| WORKLOAD WAS REASONABLE. | 38 | 39.5(15) | 42.1(16) | 7.9(3) | 5.3(2) | 2.6(1) | 2.6(1) | 1.778 |
| GRADING SYSTEM USED WAS FAIR. | 38 | 52.6(20) | 28.9(11) | 7.9(3) | 7.9(3) | 2.6(1) | | 1.703 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 38 | 55.3(21) | 28.9(11) | 5.3(2) | 7.9(3) | 2.6(1) | | 1.649 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 37 | 56.8(21) | 21.6(8) | 8.1(3) | 13.5(5) | | | 1.784 |

CLASS SIZE WAS: (N=36) TOO LARGE: 25.0(9) TOO SMALL: ABOUT RIGHT: 75.0(27)

| OVERALL QUALITY OF THIS COURSE WAS: | 1.EXCELLENT | 2. | 3.SATISFACTORY | 4. | 5.VERY POOR | MEAN: |
|---|---|---|---|---|---|---|
| (N=34) | 17.6(6) | 26.5(9) | 38.2(13) | 17.6(6) | | 2.559 |

TABLE **85** GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE, OVERALL COURSE QUALITY: CO 211.3 HEALTH ISSUES

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED:PCT.(ABS.FREQ.)OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| CLEAR STATEMENT OF COURSE CONTENT AND OBJECTIVES WAS PROVIDED AT BEGINNING OF COURSE. | 20 | 55.0(11) | 30.0(6) | 5.0(1) | 5.0(1) | 5.0(1) | | 1.579 |
| MATERIAL PRESENTED WAS INTEGRATED WITH THAT PRESENTED IN OTHER COURSES. | 22 | 36.4(8) | 27.3(6) | 18.2(4) | 9.1(2) | 4.5(1) | 4.5(1) | 2.000 |
| CLEAR STATEMENT OF HOW YOU WERE TO BE EVALUATED WAS PROVIDED AT BEGINNING OF COURSE. | 22 | 54.5(12) | 31.8(7) | 13.6(3) | | | | 1.591 |
| MATERIAL PRESENTED IN CLASS WAS IN AN UNDERSTANDABLE FORM. | 22 | 50.0(11) | 22.7(5) | 13.6(3) | 13.6(3) | | | 1.909 |
| A VARIETY OF INSTRUCTIONAL METHODS WERE USED. | 22 | 36.4(8) | 36.4(8) | 22.7(5) | 4.5(1) | | | 1.955 |
| INSTRUCTIONAL METHODS USED WERE EFFECTIVE IN HELPING YOU MEET COURSE OBJECTIVES. | 22 | 36.4(8) | 40.9(9) | 22.7(5) | | | | 1.864 |
| THERE WAS SUFFICIENT TIME IN COURSE TO ACQUIRE THE APPROPRIATE KNOWLEDGE. | 22 | 40.9(9) | 27.3(6) | 22.7(5) | 9.1(2) | | | 2.000 |
| THERE WAS SUFFICIENT TIME IN COURSE TO DEVELOP THE APPROPRIATE SKILLS. | 22 | 31.8(7) | 40.9(9) | 13.6(3) | 13.6(3) | | | 2.091 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN AT THEIR OWN SPEED. | 22 | 31.8(7) | 31.8(7) | 18.2(4) | 4.5(1) | 4.5(1) | 9.1(2) | 1.947 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO WORK IN SMALL GROUPS. | 22 | 31.8(7) | 40.9(9) | 4.5(1) | 4.5(1) | 9.1(2) | 9.1(2) | 1.778 |
| OPPORTUNITIES WERE PROVIDED FOR STUDENTS TO LEARN TO APPLY THEORY TO PRACTICE. | 22 | 36.4(8) | 36.4(8) | 18.2(4) | 9.1(2) | | | 2.000 |
| OPPORTUNITIES WERE PROVIDED TO DEVELOP SELF AWARENESS AND FOSTER PERSONAL GROWTH. | 22 | 22.7(5) | 31.8(7) | 13.6(3) | | 13.6(3) | 18.2(4) | 1.867 |
| WORKLOAD WAS REASONABLE. | 22 | 50.0(11) | 22.7(5) | 13.6(3) | 9.1(2) | 4.5(1) | | 1.810 |
| GRADING SYSTEM USED WAS FAIR. | 22 | 54.5(12) | 31.8(7) | 4.5(1) | 9.1(2) | | | 1.682 |
| UPON REQUEST EXTRA HELP ON COURSEWORK WAS GIVEN BY INSTRUCTOR. | 22 | 40.9(9) | 18.2(4) | 13.6(3) | 4.5(1) | 22.7(5) | | 1.765 |
| INSTRUCTOR WAS AVAILABLE FOR STUDENT COUNSELLING ON PERSONAL OR VOCATIONAL MATTERS. | 22 | 36.4(8) | 13.6(3) | 18.2(4) | 4.5(1) | 22.7(5) | 4.5(1) | 1.875 |

| | | | | | | |
|---|---|---|---|---|---|---|
| CLASS SIZE WAS: (N=22) | TOO LARGE: 40.9(9) | | TOO SMALL: 9.1(2) | | ABOUT RIGHT: 50.0(11) | |
| OVERALL QUALITY OF THIS COURSE WAS: (N=22) | 1.EXCELLENT<br>27.3(6) | 2.<br>36.4(8) | 3.SATISFACTORY<br>27.3(6) | 4.<br>9.1(2) | 5.VERY POOR | MEAN:<br>2.182 |

by 27.3% of graduates responding.

## SUMMARY

Graduates were asked to rate sixteen instructional factors as to the degree of improvement needed. Also rated was suitability of class size and overall course quality.

Courses in which at least one instructional factor was rated by a majority of graduates responding as needing some or major improvement include: Communications, Introductory Psychology, Introductory Sociology, Theories of Counselling, Group Process, Recreation and Youth, Family Dynamics.

Class size was seen as too large for Introductory Psychology, Fundamentals of Human Relations.

A majority of between 52.9% and 94.3% regarded all courses as being of satisfactory or better quality overall.

## b. Field Placement and Integration Seminars

Program graduates of 1974 through 1977 were asked to rate thirteen factors related to their first year placement and fifteen related to their second. The overall quality of the placement and amount of time required were also rated for each year of field placement.

In rating instructional factors the degree of improvement needed scale as described above was utilized. Results are shown in Tables 86 and 87.

In examining the results as they pertain to graduates' first

TABLE 86 GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS:

FIRST YEAR FIELD PLACEMENT

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| FIELD PLACEMENT GAVE YOU THE OPPORTUNITY TO: | | | | | | | | |
| INTEGRATE INFORMATION AND SKILLS IN RESPONSE TO THE DEMANDS OF THE SETTING. | 39 | 25.6(10) | 20.5(8) | 23.1(9) | 30.8(12) | | | 2.590 |
| PRACTICE SUCH SKILLS AS ARE REQUISITE TO EFFECTIVE INTERACTION WITH CLIENTS. | 39 | 23.1(9) | 30.8(12) | 20.5(8) | 25.6(10) | | | 2.333 |
| DISCERN PERSONAL AND PROFESSIONAL STRENGTHS, WEAKNESSES AND LEARNING NEEDS. | 39 | 17.9(7) | 30.8(12) | 23.1(9) | 25.6(10) | 2.6(1) | | 2.579 |
| BE EXPOSED TO A VARIETY OF EXISTING SERVICES THEREBY BECOMING ORIENTED TO THE FIELD OF CHILD AND YOUTH WORK. | 39 | 23.1(9) | 33.3(13) | 30.8(12) | 12.8(5) | | | 2.333 |
| UNDERSTAND THE DEMANDS, PERSONAL AND PROFESSIONAL PLACED UPON THE CHILD CARE/YOUTH WORKER. | 39 | 20.5(8) | 20.5(8) | 30.8(12) | 25.6(10) | | 2.6(1) | 2.632 |
| THE GENERAL EXPECTATIONS FOR FIELD PLACEMENT WERE OUTLINED BY COLLEGE STAFF PRIOR TO BEGINNING FIELD PLACEMENT. | 39 | 30.8(12) | 17.9(7) | 33.3(13) | 17.9(7) | | | 2.385 |
| THE QUALITY OF SUPERVISION GIVEN BY THE AGENCY WAS ADEQUATE. | 39 | 30.8(12) | 12.8(5) | 23.1(9) | 33.3(13) | | | 2.590 |
| SUPERVISORS AT FIELD PLACEMENT AGENCIES DEALT ADEQUATELY WITH YOUR PROBLEMS AS THEY AROSE. | 39 | 33.3(13) | 17.9(7) | 12.8(5) | 35.9(14) | | | 2.513 |
| THE FIELD PLACEMENT SUPERVISOR FROM THE COLLEGE WAS AVAILABLE TO DISCUSS PROBLEMS CONCERNING FIELD PLACEMENT. | 39 | 28.5(15) | 23.1(9) | 20.5(8) | 17.9(7) | | | 2.026 |
| THE FIELD PLACEMENT AGENCY MADE EXPECTATIONS KNOWN AT THE BEGINNING. | 39 | 20.5(8) | 25.6(10) | 25.6(10) | 28.2(11) | | | 2.615 |
| EVALUATION OF YOUR PERFORMANCE WAS ACCURATE. | 39 | 46.2(18) | 15.4(6) | 20.5(8) | 12.8(5) | 5.1(2) | | 2.000 |
| EVALUATION OF YOUR PERFORMANCE WAS USEFUL IN HELPING YOU LEARN. | 39 | 43.6(17) | 20.5(8) | 23.1(9) | 10.3(4) | 2.6(1) | | 2.000 |
| SCHEDULING TO ALLOW FIELD PLACEMENT ON TUESDAY AND/OR THURSDAY WAS SUITABLE. | 39 | 61.5(24) | 23.1(9) | 5.1(2) | 10.3(4) | | | 1.641 |
| FIELD PLACEMENT(S) OFFERRED A VALUABLE AND CONSTRUCTIVE LEARNING EXPERIENCE. | 39 | 51.3(20) | 17.9(7) | 15.4(6) | 15.4(6) | | | 1.949 |

| | TOO LITTLE | TOO MUCH | ABOUT RIGHT | |
|---|---|---|---|---|
| THE TIME YOU WERE REQUIRED TO SPEND IN PLACEMENT WAS: | 39.5(15) | 5.3(2) | 55.3(21) | (N=38) |

year of field placement, seven of thirteen factors are rated by between 51.3% and 84.6% of graduates responding as needing very little or no improvement. With adjustment to exclude the Don't Know response, the factor: field placement gave the opportunity to discern personal and professional strengths, weaknesses and learning needs was rated by 50% as needing very little or no improvement, and by 50% as needing some or major improvement. The five factors for which a majority of graduates rated some or major improvement needed were: field placement gave the opportunity a) to integrate information and skills in response to the demands of the setting (53.8%), b) to understand the demands, personal and professional placed upon the child care or youth worker (56.4%), general expectations for field placement were outlined by college staff prior to beginning (51.3%), quality of supervision given by the agency was adequate (56.4%), field placement agency made expectations known at the beginning (53.8%). In terms of the suitability of the amount of time spent in placement, 55.3% regarded it as about right, 39.5% as too little. A majority of graduates (69.2%) indicated that their first year placement offered a valuable and constructive learning experience.

In rating their second year placements, graduates regarded all fifteen instructional factors as needing very little or no improvement, by majorities of between 51.3% and 92.1%. In terms of offering a valuable and constructive learning experience, field placement during the second year was rated as needing very little or no improvement by 87.2% of graduates responding. Time spent in placement was regarded as about right in amount by 84.2% of respondents.

TABLE 87 GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS: SECOND YEAR FIELD PLACEMENT

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| FIELD PLACEMENT GAVE YOU THE OPPORTUNITY TO: | | | | | | | | |
| INTEGRATE INFORMATION AND SKILLS IN RESPONSE TO THE DEMANDS OF THE SETTING. | 39 | 30.8(12) | 46.2(18) | 17.9(7) | 5.1(2) | | | 1.974 |
| PRACTICE SUCH SKILLS AS ARE REQUISITE TO EFFECTIVE INTERACTION WITH CLIENTS. | 39 | 41.0(16) | 46.2(18) | 12.8(5) | | | | 1.718 |
| DISCERN PERSONAL AND PROFESSIONAL STRENGTHS, WEAKNESSES AND LEARNING NEEDS. | 39 | 43.6(17) | 35.9(14) | 10.3(4) | 10.3(4) | | | 1.872 |
| BE EXPOSED TO A VARIETY OF EXISTING SERVICES THEREBY BECOMING ORIENTED TO THE FIELD OF CHILD AND YOUTH WORK. | 38 | 34.2(13) | 31.6(12) | 26.3(10) | 7.9(3) | | | 2.079 |
| UNDERSTAND THE DEMANDS, PERSONAL AND PROFESSIONAL PLACED UPON THE CHILD CARE/ YOUTH WORKER. | 39 | 53.8(21) | 30.8(12) | 15.4(6) | | | | 1.615 |
| THE GENERAL EXPECTATIONS FOR FIELD PLACEMENT WERE OUTLINED BY COLLEGE STAFF PRIOR TO BEGINNING FIELD PLACEMENT. | 39 | 43.6(17) | 28.2(11) | 20.5(8) | 7.7(3) | | | 1.923 |
| THE QUALITY OF SUPERVISION GIVEN BY THE AGENCY WAS ADEQUATE. | 39 | 30.8(12) | 23.1(9) | 33.3(13) | 12.8(5) | | | 2.282 |
| SUPERVISORS AT FIELD PLACEMENT AGENCIES DEALT ADEQUATELY WITH YOUR PROBLEMS AS THEY AROSE. | 39 | 38.5(15) | 12.8(5) | 35.9(14) | 10.3(4) | | | 2.128 |
| THE FIELD PLACEMENT SUPERVISOR FROM THE COLLEGE WAS AVAILABLE TO DISCUSS PROBLEMS CONCERNING FIELD PLACEMENT. | 39 | 48.7(19) | 33.3(13) | 7.7(3) | 10.3(4) | | | 1.795 |
| THE FIELD PLACEMENT AGENCY MADE EXPECTATIONS KNOWN AT THE BEGINNING. | 39 | 28.2(11) | 28.2(11) | 28.2(11) | 15.4(6) | | | 2.308 |
| EVALUATION OF YOUR PERFORMANCE WAS ACCURATE. | 39 | 46.2(18) | 20.5(8) | 17.9(7) | 10.3(4) | 5.1(2) | | 1.919 |
| EVALUATION OF YOUR PERFORMANCE WAS USEFUL IN HELPING YOU LEARN. | 39 | 51.3(20) | 23.1(9) | 15.4(6) | 10.3(4) | | | 1.846 |
| WEEKLY LOGS TO YOUR COLLEGE SUPERVISOR PROVIDED USEFUL FEEDBACK. | 38 | 39.5(15) | 21.1(8) | 23.7(9) | 2.6(1) | 2.6(1) | 10.5(4) | 1.879 |
| SCHEDULING TO ALLOW FIELD PLACEMENT ON TUESDAY AND/OR THURSDAY WAS SUITABLE. | 38 | 71.1(27) | 21.1(8) | 2.6(1) | 5.3(2) | | | 1.421 |
| THE BLOCK PLACEMENT AT THE BEGINNING OF TRIMESTER 3 WAS USEFUL IN ORIENTING YOU TO THE AGENCY. | 36 | 58.3(21) | 7.9(3) | 7.9(3) | 2.6(1) | 5.3(2) | 15.8(6) | 1.429 |
| FIELD PLACEMENT(S) OFFERRED A VALUABLE AND CONSTRUCTIVE LEARNING EXPERIENCE. | 39 | 64.1(25) | 23.1(9) | 10.3(4) | 2.6(1) | | | 1.513 |
| | | TOO LITTLE | TOO MUCH | ABOUT RIGHT | | | | |
| THE TIME YOU WERE REQUIRED TO SPEND IN PLACEMENT WAS: | | 10.5(4) | 5.3(2) | 84.2(32) | (N=38) | | | |

Graduates rated six factors related to integration seminars, using the degree of improvement needed scale as described elsewhere. Results are shown in Tables 88,89, again for each of two years. For the first year seminars, five of six factors were rated by between 63.6% and 75.8% of respondents as needing very little or no improvement. The factor: a clear statement of evaluation, procedures was provided, was rated by 55.6% (adjusted to exclude Don't Know responses) as needing some or major improvement. All six factors related to second year seminars were regarded by a majority of between 57.1% and 91.2% as needing very little or no improvement. The size of the seminar group in the first year was rated as about right by 84.4% of respondents as compared to 88.2% for the second year seminar group.

Ratings were consistently lower in terms of degree of improvement needed in both second year field placement and integration seminars.

SUMMARY - A majority of graduates indicated a degree of improvement needed as some or major for five factors related to first year field placement, none for second year. Only one factor related to first year integration seminars was regarded by a majority of graduates as needing some or major improvement while none were regarded as such among factors related to second year integration seminars.

TABLE **88** GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE:

FIRST YEAR INTEGRATION SEMINARS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS 1.NO | 2.VERY LITTLE | 3.SOME | 4.MAJOR | DON'T KNOW | NOT APPLICABLE | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| SEMINARS PROVIDED THE OPPORTUNITY TO: | | | | | | | | |
| REVIEW MATTERS OF PERSONAL CONCERN. | 33 | 54.5(18) | 15.2(5) | 18.2(6) | 12.1(4) | | | 1.879 |
| INTEGRATE LEARNING EXPERIENCES. | 33 | 42.4(14) | 30.3(10) | 9.1(3) | 15.2(5) | 3.0(1) | | 1.969 |
| DISCUSS FIELD PLACEMENT EXPERIENCES. | 33 | 51.5(17) | 24.2(8) | 15.2(5) | 9.1(3) | | | 1.818 |
| A CLEAR STATEMENT OF THE SEMINAR'S PURPOSE WAS PROVIDED. | 33 | 42.4(14) | 21.2(7) | 24.2(8) | 12.1(4) | | | 2.061 |
| A CLEAR STATEMENT OF EVALUATION PROCEDURES WAS PROVIDED. | 33 | 24.2(8) | 12.1(4) | 27.3(9) | 18.2(6) | 18.2(6) | | 2.481 |
| THERE WAS SUFFICIENT TIME TO MEET THE OBJECTIVES. | 32 | 46.9(15) | 15.6(5) | 18.8(6) | 15.6(5) | 3.1(1) | | 2.032 |

| | N. | TOO SMALL | TOO LARGE | ABOUT RIGHT |
|---|---|---|---|---|
| THE SIZE OF THE SEMINAR GROUPS WAS: | 32 | | 15.6(5) | 84.4(27) |

TABLE 89 GRADUATE RATING OF NEED FOR IMPROVEMENT IN INSTRUCTIONAL FACTORS, SUITABILITY OF CLASS SIZE: SECOND YEAR INTEGRATION SEMINARS

| INSTRUCTIONAL FACTORS | N. | DEGREE OF IMPROVEMENT NEEDED: PCT. (ABS. FREQ.) OF RESPONDENTS | | | | | | MEAN (CATEGORIES 1-4 ONLY) |
|---|---|---|---|---|---|---|---|---|
| | | 1. NO | 2. VERY LITTLE | 3. SOME | 4. MAJOR | DON'T KNOW | NOT APPLICABLE | |
| SEMINARS PROVIDED THE OPPORTUNITY TO: | | | | | | | | |
| REVIEW MATTERS OF PERSONAL CONCERN. | 34 | 55.9(19) | 20.6(7) | 17.6(6) | 5.9(2) | | | 1.735 |
| INTEGRATE LEARNING EXPERIENCES. | 34 | 44.1(15) | 29.4(10) | 11.8(4) | 2.9(1) | 2.9(1) | 2.9(1) | 1.719 |
| DISCUSS FIELD PLACEMENT EXPERIENCES. | 34 | 58.8(20) | 72.4(11) | 2.9(1) | 2.9(1) | | 2.9(1) | 1.485 |
| A CLEAR STATEMENT OF THE SEMINAR'S PURPOSE WAS PROVIDED. | 34 | 47.1(16) | 29.4(10) | 11.8(4) | 11.8(4) | | | 1.882 |
| A CLEAR STATEMENT OF EVALUATION PROCEDURES WAS PROVIDED. | 34 | 26.5(9) | 20.6(7) | 17.6(6) | 17.6(6) | 17.6(6) | | 2.321 |
| THERE WAS SUFFICIENT TIME TO MEET THE OBJECTIVES. | 33 | 51.5(17) | 9.1(3) | 30.3(10) | 6.1(2) | 3.0(1) | | 1.906 |

| | | TOO SMALL | TOO LARGE | ABOUT RIGHT |
|---|---|---|---|---|
| THE SIZE OF THE SEMINAR GROUPS WAS: | 34 | | 11.8(4) | 88.2(30) |

### C. The Achievement of Program Goals and Objectives

The third major concern of this study was an assessment of the program's achievement of both its overall goals and of its final objectives, more specifically.

This assessment included the collection from program faculty, advisors, graduates, and employing child care (counselling) centres of their opinions as to the achievement by the program of its three overall goals: 1) To prepare people as specialists in understanding and working with young people, 2) To provide realistic, practical training for people working with youth, and 3) To provide existing staff within institutions and agencies with the opportunity to upgrade themselves. In addition, the competence of graduates employed in the child care/youth counselling field was assessed by requesting the ratings of their immediate supervisors as to graduate performance in the sixteen major skill areas comprising the program's final skill objectives, as outlined in Chapter 1. Students graduating in the 1977/78 term were evaluated by their field placement supervisors in various child care (counselling) centres as to their competence in major skill areas including general performance, behaviour management, counselling, interpersonal relating and recreation.

Since it was believed that the employability of graduates also implied the program's achievement of its goals and objectives, a survey was conducted of graduate employment, including withdrawals from and promotions within the field, since the first class graduated in 1973/74. Graduates further indicated the extent to which their major objective in attending the college was met.

### 1. Achievement of Overall Program Goals as Perceived by Faculty, Program Advisors, Graduates and Child Care (Counselling) Centres.

In addition to the graduates from 1974 to 1977, and the selected child care (counselling) centres involved elsewhere in this study, faculty members and program advisors serving during the 1977/78 term were asked to indicate their opinions as to the extent to which the program had achieved its overall goals. Centres, faculty and advisors rated this achievement on a scale of 1. Very well, 2., 3. Adequately, 4., 5. Poorly. A cannot judge category was also made available. Graduates were asked to agree, disagree, or strongly agree, disagree that the program achieved each goal.

Results are displayed in tables 90 and 91 opposite overall program goals.

Among the faculty, all agreed that the program achieved its first two goals adequately or better, with four of five rating program achievement of the first goal as better than adequately or very well. All five agreed that the program achieved its second goal better than adequately or very well. Only one faculty member rated achievement of the third goal (upgrading existing staff competence) as adequate with one each indicating less than adequate and poor. Two could not judge. In additional comments the personal development focus of the program was cited as contributing strongly to achievement of the first goal of preparing people as specialists in understanding and working with young people. Field placement was also commented upon as key to the achievement of the second goal of providing realistic, practical training. In

Table 90

Program Achievement of Overall Goals,
as Perceived by Program Faculty, Advisors
and Child Care (Counselling) Centres

| Goal | Source | N. | Rating:Pct.(Abs.Freq.)of Respondents | | | | | | *Mean |
|---|---|---|---|---|---|---|---|---|---|
| | | | Very Well 1. | 2. | Adequately 3. | 4. | Poorly 5. | Cannot Judge 6. | |
| 1. To prepare people as specialists in understanding and working with young people. | Faculty | 5 | 20.0(1) | 60.0(3) | 20.0(1) | | | | 2.000 |
| | Advisors | 5 | | 100.0(5) | | | | | 2.000 |
| | Centres | 9 | | 33.3(3) | 22.2(2) | 11.1(1) | | 33.3(3) | 2.666 |
| 2. To provide realistic, practical training for people working with youth. | Faculty | 5 | 40.0(2) | 60.0(3) | | | | | 1.600 |
| | Advisors | 5 | 20.0(1) | 80.0(4) | | | | | 1.800 |
| | Centres | 8 | | 50.0(4) | 37.5(3) | 12.5(1) | | | 2.625 |
| 3. To provide existing staff within various institutions and agencies with the opportunity to upgrade themselves. | Faculty | 4 | | | 20.0(1) | 20.0(1) | 20.0(1) | 40.0(2) | 4.000 |
| | Advisors | 5 | | | | 60.0(3) | 20.1(1) | 20.1(1) | 4.250 |
| | Centres | 8 | | | 25.0(2) | | 12.5(1) | 62.5(5) | 3.666 |

*Mean is calculated on responses in categories 1 through 5 only.

terms of the last goal of upgrading existing staff competence faculty were unsure as to why the program is not more active in providing educational services to this group but some thought that restricted resources within institutions and agencies contributed to the inactivity in this regard.

Among advisors, all rated the program as achieving its first goal better than adequately and its second as better than adequately or very well. The third goal was rated as being achieved less than adequately by three advisors, as poorly by one. One could not judge. Additional comments concerning goal achievement centred around the third goal of upgrading existing staff competence. It was suggested that achievement of this goal has been and may continue to be impeded by a lack of financial resources within institutions and agencies to release staff or to purchase additional educational services. The difficulty of persons working irregular shifts was also cited as an inhibiting factor with regard to participation in program courses.

Among centres five of the six which were able to judge rated the program as achieving its first goal adequately or better than adequately. One rated it as less than adequately achieved, three could not judge. The second goal was rated by seven of eight responding centres as being achieved adequately or better than adequately. One rated its achievement as less than adequate. The third goal was regarded as being adequately achieved by two of the three centres able to judge, and as poorly achieved by the other. Five centres were unable to judge. Comments concerning program achievement of its first goal included that improvement could be made by increasing students' understanding of treatment programming and their flexibility in understanding childrens' behaviour from different perspectives. Field placement was regarded by several centres as being essential to program achievement of its second goal to provide realistic, practical training. In terms of the program's third goal, to upgrade existing staff competence, several agencies commented that they were unaware of this focus of the program. The necessity of scheduling courses around shiftwork was noted.

In sum:most centres, all advisors and all faculty members regarded the program's achievement of its goals to prepare people as specialists in understanding and working with young people and to provide realistic, practical training for people working with youth as being adequate or better. The program is judged as achieving its third goal, to provide existing staff within various institutions and agencies with the opportunity to upgrade themselves, less than adequately by four of five advisors, two of five faculty, and one of eight child care (counselling) centres. Only one faculty member and two centres regard the program as meeting this goal adequately. Several respondents were unable to judge achievement with regard to this goal.

Five child care (counselling) centres responded to a request for an overall job performance rating of graduates who were or had been employed by their centres. Three of those centres rated graduate performance as better than average overall, one as average overall, and one as less than average overall. The latter judgement was further clarified as reflecting the average performance of two workers and the inferior performance of one. In sum, most centres responding regarded graduate performance overall as average or better than average.

The graduates' ratings of program achievement of overall goals are displayed in table 91. Twenty-seven of thirty graduates (90%) who were able to judge agreed or strongly agreed that the program prepares people as specialists in understanding and working with young people, 36.6% (eleven respondents) strongly agreed. Three respondents (10%) disagreed. In terms of the program providing realistic, practical training for people working with youth, thirty-one of the thirty-two who were able to judge (96.9%) indicated agreement or strong agreement, one (3.1%) indicated disagreement. Of the thirty-one, twelve (37.5%) strongly agreed. Eleven graduates (32.4%) indicated that they did not know whether the program provides existing staff within various institutions and agencies with the opportunity to upgrade themselves, while of those able to judge, 78.3% (eighteen respondents) agreed or strongly agreed that the program does provide this opportunity. Four respondents of those able to judge (17.4%) disagreed and one (4.3%) strongly disagreed. In sum, of those graduates able to judge, a large majority (90%, 96.9% and 78.3%) agreed or strongly agreed that the program meets its overall objectives. Again, the area in which the program is seen as meeting its objectives least well is that of providing upgrading or further education opportunities to those presently working in the field.

In stating the extent to which their major objective in attending the college was met, fifteen of thirty-nine graduates responding (38.5%) were of the opinion that it was met very well, ten (25.6%) that it was met more than adequately, twelve (30.8%) that it was met adequately, and

Table 91

Program Achievement of Overall Goals,
as Perceived by Graduates

| Goal | Rating:Pct.(Abs.Freq.)of Respondents | | | | | |
|---|---|---|---|---|---|---|
| | n. | Strongly Agree 1. | Agree 2. | Don't Know 3. | Disagree 4. | Strongly Disagree 5. |
| 1. The program prepares people as specialists in understanding and working with young people | 33 | 33.3 (11) | 48.5 (16) | 9.1 (3) | 9.1 (3) | |
| 2. The program provides realistic, practical training for people working with youth | 35 | 34.3 (12) | 54.3 (19) | 8.6 (3) | 2.9 (1) | |
| 3. The program provides existing staff within various institutions and agencies with the opportunity to upgrade themselves | 34 | 17.6 (6) | 35.3 (12) | 32.4 (11) | 11.8 (4) | 2.9 (1) |

two (5.1%) that it was met less than adequately. In sum, 94.9% of the graduates responding to this question were of the opinion that their major objective in attending college was met adequately, more than adequately or very well.

## 2. Summary of Student Graduation and Graduate Employment

As shown in table 1, the number of graduates for each year has been: 1973/74 - 11, 1974/75 - 12, 1975/76 - 12, 1976/77 - 18, 1977/78 - 15.

Of the eleven graduates in 1973/74, nine 81.8%) are known to have sought and gained employment in the child care/youth counselling field or a related one (social work, day care work). No information was available about one graduate, and one more sought day-time work due to family responsibilities but was unable to secure such. Of the nine originally employed, six are known to be still employed in the field or a related field, while the college has lost contact with two. Of those known to be still employed, two have been promoted to supervisory positions.

Of the twelve graduates in 1974/75, all (100%) are known to have sought and gained employment in the child care/youth counselling field. Ten of these graduates are still employed in the field or a related field. Of these ten, two are now in social work, two in community youth work. Four have held or are holding supervisory positions. Of the two graduates not presently employed in the field, one is enrolled full time in university and the other has remained home to care for her family.

Of the twelve graduates in 1975/76, ten (83.3%) are known to have sought and obtained employment in the child care/youth counselling field or a related one (social work). One graduate did not seek employment in the field and has been employed at the college as an Instructional Assistant. One graduate chose to work outside of the field for family reasons. Eight of the ten who had been originally employed are still employed in the field or a related field (social work). One graduate is now in a supervisory position. Of the two who left the field, one cites problems within the agency, the other inadequate salary and shiftwork as reasons for leaving.

Of the eighteen graduates in 1976/77, twelve (66.7%) are known to have sought and obtained employment in the child care/youth counselling field, while five (27.7%) chose not to seek employment in the field, citing personal reasons, disinterest in the field and a desire for prolonged travel as their reasons. The college has lost contact with one graduate. Of those originally employed, eleven (91.7%) remain employed at the time of the graduate survey. The one graduate who left the field did so for personal reasons and job disatisfaction. Of those still employed, three are in supervisory positions.

Limited information is available with regard to the 1977/78 graduates. Fourteen of the twenty are known to have found initial employment (70.0%) but the college has been unable to establish contact with the remaining six to know whether they are seeking or have secured employment.

In sum, of the fifty-three graduates completing their programs between the 1973/74 and 1976/77 terms, forty-three (81.1%) are known to have sought and secured employment in the child care/youth counselling field or a related field. Seven graduates (13.2%) did not seek employment in the field, one graduate who did seek employment in the field was unable to secure it. The college has lost contact with two graduates and have no information concerning them. Of the forty-three who secured initial employment in the field, thirty-six (83.7%) remain employed in the field or a related one. The college has no further information about two of the forty-three, leaving five graduates who have left the field due to personal or family reasons, or job dissatisfaction.

In table 92, job satisfaction related to type of work, salary and benefits and working conditions may be seen. The twenty-five respondents are presently employed in either child care/youth counselling (23 respondents) or social work (2 respondents). In terms of type of work, twenty-one respondents (84.0%) were satisfied (60.0%) or very satisfied (24.0%) with four (16.0%) being dissatisfied (12.0%) or very dissatisfied (4.0%). One respondent commented that there was "little opportunity for advancement or expansion in terms of refining skills in some areas". In indicating degree of satisfaction with salary and benefits, fourteen respondents (56.0%) indicated that they were satisfied (40.0%) or very satisfied (16.0%) while eleven (44.0%) were dissatisfied. One respondent noted that the salary and benefits were inadequate for someone with a family. Another stated that she saw little chance for advancement. Nineteen respondents (76.0%) were satisfied (68.0%) or very satisfied (8.0%) with working conditions while six (24.0%) were dissatisfied (20.0%) or very dissatisfied (4.0%). In sum,

Table 92

### Job Satisfaction of Program Graduates Presently Employed in Child Care/Youth Counselling or Social Work

| | | Rating:Pct.(Abs.Freq.)of Respondents | | | |
|---|---|---|---|---|---|
| | N | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
| 1. Type of Work | 25 | 24.0(6) | 60.0(15) | 12.0(3) | 4.0(1) |
| 2. Salary and benefits | 25 | 16.0(4) | 40.0(10) | 44.0(11) | |
| 3. Working conditions | 25 | 8.0(2) | 68.0(17) | 20.0(5) | 4.0(1) |

a majority of graduates employed in child care/youth counselling or social work were satisfied or very satisfied with type of work, salary and benefits and working conditions although it should be noted that 44.0% were dissatisfied with salary and benefits.

In rating their performance in their present positions, two (8.0%) saw themselves as superior, eighteen (72.0%) as above average and four (16.0%) as average.

### 3. 1977/78 Graduating Student Performance in Selected Areas as Rated by Agency Field Placement Supervisors.

The final field placement evaluations for eighteen graduating students as completed by their supervisors in child care/youth counselling agencies are summarized in table 93.

Students are evaluated in general performance, behaviour management effectiveness, counselling, interpersonal relating effectiveness and recreation skills with beginning child care workers (counsellors) as the comparison group. Scores normally represent the collective view of staff within the counselling unit.

The table shows that majorities of between 88.2% and 100.0% of students were rated as average or better on all nine general performance qualities, while a majority of between 52.9% and 83.3% of the students were rated at above average levels. Mean ratings for all general performance qualities were above 3. Average with a grand mean of 3.963 for this area.

Majorities of between 94.1% and 100% of students were rated as average or better on the six competencies comprising behaviour management effectiveness. Appropriately reinforcing acceptable behaviour, modelling healthy behaviour and reinforcing gradual improvements toward new behaviour were areas in which 66.6%, 66.8% and 72.2% of students respectively were rated as performing at above average levels. In the remaining three areas: copes effectively with sudden behaviour shifts, controls inappropriate behaviours effectively and displays a

Table 93 1977/78 Graduating Student Performance in Selected Areas as Rated by Agency Field Placement Supervisors.

| Performance Areas | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=18<br>Mean |
|---|---|---|---|---|---|---|
| A) General Performance Qualities | Above Average 5. | 4. | Average 3. | 2. | Below Average 1. | |
| The Student: | | | | | | |
| 1. Is reliable, is present at agreed upon time | 61.1 (11) | 27.8 (5) | | 11.1 (2) | | 4.389 |
| 2. Responds willingly to supervision, accepts feedback on performance | 44.4 (8) | 33.3 (6) | 22.2 (4) | | | 4.222 |
| 3. Consults and shares information appropriately with other staff | 16.7 (3) | 38.9 (7) | 38.9 (7) | 5.6 (1) | | 3.667 |
| 4. Maintains appropriate confidentiality | 55.6 (10) | 27.8 (5) | 16.7 (3) | | | 4.389 |
| 5. Is interested, involved in tasks assigned during field placement | 22.2 (4) | 50.0 (9) | 27.8 (5) | | | 3.944 |
| 6. Keeps necessary records of interviews, behaviours | 17.6 (3) | 35.3 (6) | 35.3 (6) | 11.8 (2) | | n=17<br>3.588 |
| 7. Interacts cooperatively with other staff members | 22.2 (4) | 61.1 (11) | 11.1 (2) | 5.6 (1) | | 4.000 |
| 8. Understands the philosophy of the agency | 5.9 (1) | 64.7 (11) | 29.4 (5) | | | n=17<br>3.765 |
| 9. Understands the role of the agency in the overall social service delivery system | 11.8 (2) | 47.1 (8) | 41.2 (7) | | | n=17<br>3.706 |

Table 93

### 1977/78 Graduating Student Performance in Selected Areas as Rated by Agency Field Placement Supervisors.

| Performance Areas | Rating: Pct. (Abs. Freq.) of Respondents | | | | | n=18 Mean |
|---|---|---|---|---|---|---|
| | Above Average 5. | 4. | Average 3. | 2. | Below Average 1. | |
| Grand Mean for A) General Performance Qualities: 3.963 | | | | | | |
| B) Behaviour Management Effectiveness | | | | | | |
| The Student: | | | | | | |
| 1. Appropriately reinforces acceptable behaviour | 5.6 (1) | 66.7 (12) | 27.8 (5) | | | 3.778 |
| 2. Provides a model for healthy behaviour | 33.3 (6) | 33.3 (6) | 33.3 (6) | | | 4.000 |
| 3. Reinforces gradual inprovements toward new behaviour | **11.8** (2) | **58.8** (10) | **29.4** (5) | | | n=17<br>3.824 |
| 4. Copes effectively with sudden behaviour shifts | **5.9** (1) | **29.4** (5) | **58.8** (10) | **5.9** (1) | | n=17<br>3.353 |
| 5. Controls inappropriate behaviours effectively | 5.6 (1) | 33.3 (6) | 61.1 (11) | | | 3.444 |
| 6. Displays a large repetoire of effective responses to both acceptable and unacceptable behaviours | 5.6 (1) | 33.3 (6) | 61.1 (11) | | | 3.444 |
| Grand Mean for B) Behaviour Management Effectiveness: 3.641 | | | | | | |

Table 93
**continued**

### 1977/78 Graduating Student Performance in Selected Areas as Rated by Agency Field Placement Supervisors.

| Performance Areas | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=18 |
|---|---|---|---|---|---|---|
| | Above Average 5. | 4. | Average 3. | 2. | Below Average 1. | Mean |
| C) Counselling Skills | | | | | | |
| The Student displays: | | | | | | |
| 1. Warmth and concern for client | 38.9 (7) | 50.0 (9) | 11.1 (2) | | | 4.278 |
| 2. Capacity to focus on the client's perspective | 22.2 (4) | 44.4 (8) | 33.3 (6) | | | 3.889 |
| 3. Flexibility in response to client's attitudes, statements | 16.7 (3) | 44.4 (8) | 33.3 (6) | 5.6 (1) | | 3.722 |
| 4. Genuineness in relations with clients | 33.3 (6) | 50.0 (9) | 16.7 (3) | | | 4.167 |
| 5. Ability to confront constructively | 11.1 (2) | 27.8 (5) | 55.6 (10) | 5.6 (1) | | 3.444 |
| 6. Willingness to deal with specifics of problems | 16.7 (3) | 44.4 (8) | 38.9 (7) | | | 3.778 |
| 7. Ability to perceive and understand dynamics of client's physhological process | 5.9 (1) | 47.1 (8) | 35.3 (6) | 11.8 (2) | | n=17<br>3.471 |
| Grand Mean for C) Counselling Skills: 3.821 | | | | | | |
| D) Interpersonal Relating Effectiveness | | | | | | |
| The Student displays: | | | | | | |
| 1. Flexible and effective repertoire of responses to feelings and behaviour of clients | 11.1 (2) | 44.4 (8) | 44.4 (8) | | | 3.667 |

**Table 93**
**continued**

1977/78 Graduating Student Performance in Selected Areas as Rated by Agency Field Placement Supervisors.

| Performance Areas | Rating: Pct. (Abs. Freq.) of Respondents | | | | | n=18 Mean |
|---|---|---|---|---|---|---|
| | Above Average 5. | 4. | Average 3. | 2. | Below Average 1. | |
| D) Interpersonal Relating Effectiveness | | | | | | |
| The Student displays: | | | | | | |
| 2. Clear, effective communication | 16.7 (3) | 50.0 (9) | 27.8 (5) | 5.6 (1) | | 3.778 |
| 3. Warm, engaging interaction | 33.3 (6) | 44.4 (8) | 22.2 (4) | | | 4.111 |
| 4. Mature, stable reactions to feelings and behaviour of clients | 22.2 (4) | 44.4 (8) | 27.8 (5) | 5.6 (1) | | 3.833 |
| 5. Openness to personal involvement | 22.2 (4) | 61.1 (11) | 16.7 (3) | | | 4.056 |
| 6. Awareness of own needs, strengths, weaknesses, discomforts in developing relationships | 22.2 (4) | 55.6 (10) | 22.2 (4) | | | 4.000 |
| 7. Willingness to allow clients to make own decisions where appropriate | 29.4 (5) | 35.3 (6) | 35.3 (6) | | | n=17<br>3.941 |
| Grand Mean for D) Interpersonal Relating Effectiveness: 3.941 | | | | | | |
| E) Recreation Skills | | | | | | |
| The Student: | | | | | | |
| 1. Is inventive, imaginative in designing or suggesting activities | 17.6 (3) | 41.9 (7) | 23.5 (4) | 17.6 (3) | | n=17<br>3.588 |

Table 93
**continued**

1977/78 Graduating Student Performance in Selected Areas as Rated by Agency Field Placement Supervisors.

| Performance Areas | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=18 Mean |
|---|---|---|---|---|---|---|
| E) Recreation Skills | Above Average 5. | 4. | Average 3. | 2. | Below Average 1. | |
| The Student: | | | | | | |
| 2. Suggest activities appropriate to the individual or group involved | 17.6 (3) | 47.1 (8) | 35.3 (6) | | | n=17<br>3.824 |
| 3. Displays necessary skills to carry through with activities | 22.2 (4) | 27.8 (5) | 50.0 (9) | | | 3.722 |
| 4. Displays adequate supervision of clients during activities | 22.2 (4) | 50.0 (9) | 27.8 (5) | | | 3.944 |
| 5. Can make use of the activity to foster personal growth among clients | 11.1 (2) | 50.0 (9) | 38.9 (7) | | | 3.722 |
| Grand Mean for E) Recreation Skills: | 3.760 | | | | | |
| Overall Rating of Effectiveness | 5. Extremely Effective; works well with clients | 4. | 3. Average competence; some short comings but generally responsive to clients | 2. | 1. Negative effectiveness. Does not interact in a healthy, helpful manner | |
| | 5.6 (1) | 55.6 (10) | 38.9 (7) | | | n=18<br>3.667 |

large repetoire of effective responses, a majority of students were rated as performing at an average level (58.8%, 61.1%, 61.1% respectively), with 35.3%, 38.9% and 38.9% respectively at above average levels. Again, all mean ratings were in excess of level 3. Average. The grand mean for behaviour management effectiveness is 3.641.

In the performance area of counselling skills, majorities of between 88.2% and 100.0% of students were rated as average or above average on all seven skills. In six of seven, majorities of between 53.0% and 88.9% were rated as performing at above average levels. The ability to confront constructively was rated average for 55.6% and above average for 38.9% of students. All mean ratings were above the 3. Average level, the grand mean for the counselling skills area being 3.821.

Majorities of between 94.4% and 100.0% of students were rated as average or above average on the seven interpersonal relating effectiveness factors, with between 55.5% and 83.3% rated as above average. Mean ratings for all factors were above the 3. Average level, with a grand mean in this area of 3.941.

In the area of recreation skills, majorities of between 82.4% and 100% of students were rated average or above average for all five skills. On four of the five skills between 58.8% and 72.2% of students were rated at above average levels of performance. The skills to carry through with activities were rated as average for half the students and as above average for the other half. All mean ratings were above the 3. average level, the grand mean for the recreation skills area being 3.760.

Overall ratings of effectiveness show 38.9% of students being regarded as displaying average competence, 55.6% being regarded as displaying competence above the average, and 5.6% as being extremely effective.

In sum, between 88.2% and 100% of graduating students in the 1977/78 term were regarded by their agency supervisors as displaying average or above average performance in each of thirty-four factors identified. In twenty-nine factors between 52.9% and 88.9% of students were rated as performing at above average levels. Factors in which a majority of students were seen to perform at an average level included carrying through with activities, confronting constructively, coping effectively with sudden behaviour shifts, controlling inappropriate behaviours effectively and displaying a large repetoire of effective responses to both acceptable and unacceptable behaviour. A majority of 61.2% of students are judged to be performing at above average levels of competence overall, the remaining 38.9% at an average level of competence overall.

### 4. Skill Effectiveness of Graduates Employed in Child Care/Youth Counselling Capacity as Perceived by Immediate Supervisors.

Data summarized in table 94 are the judgments by the immediate supervisors of the effectiveness of fifteen graduates presently employed in child care/youth counselling in terms of the sixteen final skill objectives of the program.

Considering all skills, the mean effectiveness for graduates

Table 94

### Skill Effectiveness of Graduates Employed in Child Care/Youth Counselling Capacity as Perceived by Immediate Supervisors

| Skill | Rating:Pct.(Abs.Freq.)of Respondents | | | | | n=15 |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know/ N/A 5. | *Mean |
| Skill Effectiveness in: | | | | | | |
| 1. Building helping relationships | | | 53.3 (8) | 46.7 (7) | | 3.467 |
| 2. Providing emotional support | | | 60.0 (9) | 40.0 (6) | | 3.400 |
| 3. Structuring the environment hygienically | | | 26.7 (4) | 73.3 (11) | | 3.733 |
| 4. Planning counselling interventions | | 6.7 (1) | 46.7 (7) | 46.7 (7) | | 3.400 |
| 5. Assisting in problem resolution | | | 53.3 (8) | 46.7 (7) | | 3.467 |
| 6. Teaching everyday living skills | | 6.7 (1) | 26.7 (4) | 66.7 (10) | | 3.600 |
| 7. Using recreational activities | | 13.3 (2) | 60.0 (9) | 26.7 (4) | | 3.133 |
| 8. Applying behaviour modification principles | | 13.3 (2) | 60.0 (9) | 26.7 (4) | | 3.133 |
| 9. Containing and de-escalating critical incidents | | 6.7 (1) | 46.7 (7) | 46.7 (7) | | 3.400 |
| 10. Integrating crises into ongoing treatment | | | 60.0 (9) | 40.0 (6) | | 3.400 |
| 11. Providing emergency first aid | | 13.3 (2) | 40.0 (6) | 6.7 (1) | D.K.<br>20.0 (3)<br>N/A<br>20.0 (3) | 2.888 |

Table 94
**continued**

### Skill Effectiveness of Graduates Employed in Child Care/Youth Counselling Capacity as Perceived by Immediate Supervisors

| Skill | Rating: Pct.(Abs.Freq.)of Respondents | | | | | n=15 |
|---|---|---|---|---|---|---|
| | Not Effective 1. | Somewhat Effective 2. | Effective 3. | Very Effective 4. | Don't Know/ N/A 5. | *Mean |
| Skill Effectiveness in: | | | | | | |
| 12. Planning nutritionally balanced meals | | 13.3 (2) | 26.7 (4) | 6.7 (1) | N/A<br>53.3 (8) | 2.857 |
| 13. Providing personal hygiene instruction | | 13.3 (2) | 46.7 (7) | 33.3 (5) | N/A<br>6.7 (1) | 3.214 |
| 14. Controlling the physical environment in order to prevent accidents or illness | | 13.3 (2) | 40.0 (6) | 26.7 (4) | N/A<br>20.0 (3) | 3.166 |
| 15. Balancing personal life | | 6.7 (1) | 40.0 (6) | 46.7 (7) | D.K.<br>6.7 (1) | 3.429 |
| 16. Establishing and maintaining a supportive peer group within work setting | | | 46.7 (7) | 53.3 (8) | | 3.533 |

*Mean is calculated on responses in categores 1 through 4 only.

ranges between 2. Somewhat effective and 4. Very effective. On fourteen of sixteen skills, mean effectiveness is between 3. Effective and 4. Very effective, on two between 2. Somewhat effective and 3. Effective. The highest mean effectiveness rating is on skill 3. Structuring the environment hygienically (mean:3.733). The next highest rating is in 6. Teaching everyday living skills (mean:3.600), followed by 16. Establishing and maintaining a supportive peer group within work setting (mean:3.533). The remaining skills are ranked in order of decreasing mean effectiveness: 5. Assisting in problem resolution (mean:3.467) and 1. Building helping relationships (mean: 3.467), 15. Balancing personal life (mean:3.429), 2. Providing emotional support, 4. Planning counselling interventions, 9. Containing and de-escalating critical incidents, 10. Integrating crises into ongoing treatment (mean:3.400), 13. Providing personal hygiene instruction (mean:3.214), 14. Controlling the physical environment in order to prevent accidents or illness (mean:3.166), 7. Using recreational activities and 8. Applying behaviour modification principles (mean: 3.133). The two skills with the lowest mean effectiveness scores are 11. Providing emergency first aid (mean:2.888) and 12. Planning nutritionally balanced meals (mean:2.857). Responses from supervisors for the last two skills contained six and eight Don't know or Not applicable responses respectively. Neither of these areas received any specific instruction in the program prior to Winter 1977 trimester.

Excluding don't know or not applicable responses, majorities of between 71.4% and 100% of graduates were rated effective or very effective on each of the sixteen skill areas. In three skills a majority of graduates were rated very effective. These included 3. Structuring the environment hygienically (73.3%), 6. Teaching everyday living skills (66.7%) and 16. Establishing and maintaining a supportive peer group within working setting (53.3%). In sum, most graduates rated were judged by immediate supervisors as being effective or very effective in all sixteen skills.

## D. Trends in Child Care/Youth Counselling

Through various discussions with agency and government personnel with regard to trends in the child care/youth counselling field with potential impact upon the Youth Development Program, the following issues have been identified: 1) the changing definition of the child care worker (counsellor) role toward that of primary treatment agent, 2) the accompanying drive by workers to professionalize the child care worker (counsellor) function, 3) the establishment of standards for care by child care (counselling) centres and 4) the rise of community based programs for young people.

Writing in the U.S. in 1975, Jerome Beker addressed the issue of the development of a professional identity for the child care worker by beginning, "the increased recognition of the importance of direct child care practitioners (has been) accompanied in recent years by a movement for professionalization".[65] At this time in Alberta both the recognition of the key role of the child care worker and the drive for professional status have been accompanied by a movement to establish standards of care relating to a wide range of factors within the child care/youth counselling field. In acknowledging that the child care counsellor has, by virtue of his contiguity to the young person in residential care-giving agencies, the greatest potential impact of all helping persons in an agency, centres and government child welfare personnel are affirming the role of the child care worker as the primary treatment agent. In viewing the child care worker in this way, it is widely acknowledged also that, by extension, this definition requires that more responsibility be placed in the hands of this direct care-giving level of worker and that others in child care (counselling) centres be regarded as performing a consulting function, drawn in as needed. The assumption implicit in the view of the child care worker as primary treatment agent is that such workers are or may be effective in mobilizing resources in a young person's environment (including the worker himself) and bringing them to bear in a purposive manner to effect, ultimately, changes in the behaviour of the young person. A draft proposal concerning the future of training for child care workers, who work with emotionally and behaviourally disturbed children and youth in the Province of Alberta states that: "In spite of the crucial role that Child Care Workers play in the life of the institutionalized child, the Child Care Workers in our Institution have neither the training, nor the status or the work conditions to be effective in this very difficult and demanding job".[66] This proposal suggested three levels of training: in-service, community college and university to meet this need for effective child care/youth counsellors in their central role in the care-giving and counselling of children and youth in care. The proposal further suggests a modularized, additive and articulated arrangement of curricula within and among these three sources of educational services. The role of on-the-job training and experience is held both by the author of the proposal and a great majority of child care workers and their supervisors to be absolutely essential to the development of competence in the field. Echoing Bettelheim, the proposal states that, "In a sense, the worker does not learn to be a Child Care Worker, he/she rather becomes a Child Care Worker," that "much of the unconceptualized art of working with children can only be learned through the old apprenticeship method, as when a talented but inexperienced beginner works side by side, and under the supervision of a seasoned professional".[67] Much of this thinking can be identified in the recent changes to the government classification system which establishes a first level position in which a person must remain for at least two years during which he will be expected to engage in various in-service educational experiences. Educational needs will be determined on the basis of work performance and an examination will be required for those workers wishing to move to the next level. Educational resources for the child care worker wishing to satisfy promotion requirements are as yet unspecified. This new classification system and the new minimum education requirements for entry (a community college diploma in one of the helping professions) confirms the government's position that the role of primary treatment agent requires relevant educational preparation and moderately lengthy work experience.

The drive toward professionalization of the child care counselling function appears to arise from several sources. Among some, the idea of professionalism is conceived of as part of the movement to educate child care workers more thoroughly in order that they might perform the key child care function more effectively. Among others it appears that identifying child care workers as professionals might be a partial solution to the substantial turnover rate among workers, an assumption being that with the status of professional designation, workers might be more willing to remain. Child care workers themselves appear to be interested not only in the status and educational standards implied by professionalization but also the increased leverage it would afford in terms of negotiating improvements in salaries. Regardless of motives for the professionalizing of child care counselling, one widely held contention is that the availability of an undergraduate professional degree, a baccalaureate degree in child care, is an essential component of that process. To address the issue of an undergraduate professional degree as well as the larger issue of the provision of suitable training to child care workers throughout the province a provincial curriculum development committee for child care training has been struck. Involving equal representation of child care workers, child care (counselling) centres, educational institutions and government departments its tasks are to: 1. define the role of child care worker, 2. identify essential tasks of the child care worker, 3. identify and articulate competence in performing these tasks, 4. develop curricula based on the task analysis and competence scale, 5. determine the most appropriate service delivery, 6. state a position regarding accreditation/certification--of persons and/or programs.

The development of standards for various aspects of care-giving to children and youth has been a major focus of the Alberta Association of Child Care Cenres for the past two years. The association with financial support from the Department of Social Services and Community Health engaged the services of a researcher who produced a draft standards proposal for the reaction and modification of member agencies. Representatives of child care (counselling) agencies have met frequently in committee to work through each standard as suggested. This process has received a great deal of attention and investment from member agencies and government personnel, keeping the issue of standards highly salient. The standards considered cover most aspects of care-giving from characteristics of the physical plant to methods of discipline to qualifications of staff. In its outline of educational input prior to and following the employment of a child care worker the standards document is neither specific nor comprehensive but does suggest topics which ought to be included at some point during in-service instruction. The standards appear to fall short of the government's new minimum educational qualifications by stating that: "The Agency shall employ child care staff possessing at least the following qualifications: At least a community college diploma in child care or closely related field or a baccalaureate degree in one of the social sciences or the equivalent of education and experience".[68] While falling short of setting standards for entry level qualification or for the objectives or curriculum of child care training programs, the standards project has made a valuable contribution in that it has served to encourage the focusing of attention on the development of training standards by such groups as the provincial curriculum development committee. A standardized province-wide curriculum for in-service is being designed by Alberta Social Services and Community Health, a standardized province wide curriculum for community college programs is a newly stated goal of the provincial curriculum development committee.

While child care (counselling) centres have been working on standards and child care workers on professional identity a renewed interest is developing rapidly in the community youth work function. Several factors contributed to the decline of this function during the early seventies, including a decline in the numbers and fervour of youth for self directed programs, the restructuring of the provincial Culture, Youth and Recreation which saw the Youth section vanish as a separate entity and the district youth representative follow a similar path. At a conference during the spring of 1978 there appeared a renewed interest in and identity with the role to the degree that a provincial association has been proposed. Much of the impetus for this movement has come from the Preventive Social Services branch of Alberta Social Services and Community Health which has responded to community demand throughout the province by assisting projects. These projects have various faces including youth centres, school-based youth workers, community youth leaders and represent between five and seven percent of the P.S.S. funding budget. Workers and government personnel are predicting a substantial rise in program funding for this area to fill what is regarded as a gap in services. Similarly, community-based projects for children and youth at risk are receiving philosophical and financial support from the Child Welfare branch of Alberta Social Services and Community Health which is concerned with intervention prior to the point where institutionalization is required. It should also be noted that private groups like the Y.M.C.A. and the Boys' and Girls' Clubs continue to diversify their programming oriented toward youth. The community-based youth work function, with its varied expressions, appears to be an increasingly important segment of the overall system of social services for youth.

In considering trends in the child care/youth counselling field, it is important to note that the number of people in the age group 0 - 14 years is expected to decline during the 1970's at an average annual rate of less than 1% and from then to grow by approximately 1.5% per year until 1985 (according to the Bureau of Statistics of the Alberta Treasury). In fact the decline is predicted to begin reversing in either 1978 or 1979. If services to children and youth reflect their numbers in the population, increased service would be the expected trend through the early eighties.

# CHAPTER FIVE

# CONCLUSIONS AND RECOMMENDATIONS

## SUMMARY

The overall concern of this study was the collection of data with regard to the extent to which the Youth Development Program of Grant MacEwan Community College provides adequate educational preparation of persons intending to enter the child care/youth counselling field, given current and anticipated requirements. Data suggesting inadequacies may be used to modify the program.

To begin, the program was described in terms of various student and faculty characteristics, overall program goals, final program goals in skill, information and attitude areas, program organization and instructional strategies.

Literature relevant to contemporary approaches to curriculum evaluation, to the role and functions of the child care/youth worker (counsellor), to curriculum design (content, methodology) and evaluation of training programs for child care/youth workers (counsellors) was reviewed. A form of context evaluation was selected as suitable to the study, in which various input, process and output factors were assessed in order to identify unmet needs or unused opportunities. The evaluation reflected both contingency and congruence modes.

Questionnaires and interview formats were developed for the purpose of collecting the opinions and judgments of respondent groups including: the students, faculty and advisors of the 1977/78 term, program graduates from term 1973/74 to term 1976/77, selected Alberta child care (counselling) centres, the field supervisors of the 1977/78 graduating class, the supervisors of graduates employed in the field, and selected respondents from the child welfare field. Data generated from these instruments was collected and analyzed with regard to selected input, process and output factors.

The objectives of the study revolved around four major areas of concern: the relevance of program goals and objectives, the effectiveness of program instruction, the achievement of program goals and objectives, and trends in the child care/youth counselling field which may have an impact upon the program.

The specific issues the evaluation addressed are listed below, with summary findings:

A. The relevance of program goals and objectives, specifically

1. The relevance of overall program goals to the stated educational goals of students.

Most students in the program have had as a primary goal their preparation for employment in a field related to their education. This goal is consistent with the program's overall goals of preparing people as specialists in understanding and working with young people, and of providing realistic, practical training for people working with youth. Program graduates who were at some time employed in the field thought also that the program ought to provide educational services to themselves or others in the field. This is consistent with the programs third major objective, the provision of upgrading opportunities to persons currently employed in the field.

2. The relevance of overall program goals to the needs of the

child care/youth counselling field, as perceived by child care (counselling) centres, program advisors and faculty.

There is a high degree of consistency among child care (counselling) centres, program advisors and faculty with regard to the importance of overall program goals, with all respondents regarding the preparation of people as specialists in understanding and working with young people and the provision of realistic practical training for people working with youth as either very important or important. The third goal of providing existing staff within various institutions and agencies with the opportunity to upgrade themselves was rated important or very important by fewer respondents in all three groups than were the first and second goals, though a majority in all groups regarded it as important or very important.

3. The relevance of final program objectives to the child care/youth counselling function, as perceived by child care (counselling) centres and by graduates presently or previously employed in the field.

- a. The importance and frequency of use of final INFORMATION objectives.

A majority of child care (counselling) centres responding regard twelve of the fourteen final information objectives to be important or necessary to the objective performance of the beginning level child care/youth counselling function as practised in their centres. Objectives 5. (a basic understanding of) The phenomenon of juvenile delinquency and 3. (a basic understanding of) Development and nature of human society were perceived to be useful, nice to have (but not important or necessary) by a majority of centres. In terms of frequency of use of these final information objectives, a majority of centres judged thirteen of fourteen to be used very often, daily or often, weekly in the performance of the first level child care/youth counselling function. A majority of centres perceived objective 3. (a basic understanding of)Development and nature of human society, as used occasionally or seldom.

A majority of graduates presently or previously employed in a child care/youth counselling function perceived all fourteen final information objectives as necessary or important to the effective performance of the function with which they were most familiar. Similarly a majority rated thirteen of fourteen objectives as being used very often, daily or often, weekly. Objective 3. (a basic understanding of) Development and nature of human society was rated by a majority as being used occasionally or seldom.

- b. The importance and frequency of use of final SKILL objectives.

A majority of child care (counselling) centres judged fifteen of sixteen final program objectives in the skill area as important or necessary to the effective performance of the beginning level child care/youth counselling function as practiced in their centres. The objective not so judged was 12. Planning nutritionally balanced meals. In terms of frequency of use, objective 12. Planning nutritionally balanced meals and objective 11. Providing emergency first aid were the only two of the sixteen skill objectives regarded by a majority of centres as being used less often than very often, daily or often, weekly.

All final program objectives in the skill area were rated by a majority of graduates presently or previously employed in the field as necessary or important to the function with which they were most familiar. Similarly, a majority judged all but objective 12. Planning nutritionally balanced meals and objective 11. Providing emergency first aid as used very often, daily or often, weekly.

- c. The importance and frequency of use of final ATTITUDE objectives.

A majority of child care (counselling) centres judged all twelve final program objectives in the attitude area to be important or necessary to the effective performance of the beginning level child care/youth counselling function as practiced in their centres, and as being used very often, daily or often, weekly.

Similarly all twelve final attitude objectives were judged by a majority of graduates employed or previously employed in the field to be important or necessary, and used very often, daily or often, weekly in performing the child care/youth counselling function with which they were most familiar.

Graduates suggested several additional program objectives, recurring suggestions being: writing treatment programs, administering unit programs, community youth work. More information and skill development were requested by some graduates in theory and application of theory in group and family dynamics, counselling, treatment, and recreation. Centres suggested additional coverage of recreation, maladaptive child behaviour and moral development.

B. The effectiveness of program instruction, specifically

1. Program design comparisons among similar Community College programs in Canada.

At four trimesters in length the Youth Development program is comparable to seven of eleven other programs which are most frequently entitled Child Care Worker Program. Total hours of instruction for the Youth Development program exceeded those of three programs and was exceeded by those of six, average hours per week of instruction exceeded that of three, was exceeded by that of six. Total hours of fieldwork in eight programs exceeded those of the Youth Development program, those of three were exceeded by it. Of the major coursework areas identified, the Youth Development program included coursework in all but observing, recording and reporting behaviour. Among the programs offering coursework in each area, the Youth Development program is at the lower end of the range of hours of instruction in eight of fourteen areas (basic psychology and sociology, English, child and youth development, abnormal behaviour, group process, the family, therapeutic use of activities), and above it in five (counselling and treatment principles, human relations and counselling skill development, health principles and skills, required electives, integration seminars). Among programs for which the information could be found, the Youth Development program has the highest ratio of elective courses to program courses.

2. The effectiveness of the total program in enabling achievement of final objectives, as perceived by program graduates.

A majority of graduates rated the program as effective or very effective in having enabled them to meet all final objectives in the information area.

A majority of graduates rated the program as effective or very effective in having enabled them to meet twelve of the sixteen final skill objectives. Fewer than half of graduates responding rated the program as effective or very effective in enabling them to meet objectives: 13. Providing personal hygiene instruction, 14. Controlling the environment in order to prevent accidents or illness and 12. Planning nutritionally balanced meals. Half the graduates responding rated the program as effective or very effective in enabling them to meet objective 11. Providing emergency first aid.

A substantial majority of graduates rated the program as effective or very effective in having enabled them to meet all twelve objectives in the attitude area.

3. The effectiveness of selected program components in enabling achievement of overall program goals, as perceived by program graduates.

A majority of graduates strongly agreed or agreed that the following program components contributed significantly to the achievement of overall program goals: (in decreasing rank) program information coursework, skill development, field placement, personal development, academic service courses.

4. The effectiveness of individual courses in enabling achievement of interim objectives, as perceived by students.

Courses were rated as effective or very effective by more than 60% of students responding with regard to ninety objectives of a total of ninety-eight. Only eight were not judged as such by at least 60% of students responding. These eight were, a basic understanding of principles and concepts concerning guidelines for the reference paper, research and library orientation and the formal letter (objectives of EN 100.3 Communications), a basic understanding of principles and concepts concerning major social institutions in Canada, and population and ecology (objectives of SO 101.3 Introductory Sociology), a basic understanding of the nature and extent of juvenile delinquency (objective of YW 202.3 Juvenile Delinquency), an ability to design appropr-ate recreational activities (objective of YW 304.3 Recreation and Youth) and, an ability to plan nutritionally balanced meals (objective of CO 211.3 Health Issues).

5. The effectiveness of instructional factors in individual courses, field placement and integration seminars, as perceived by students.

Courses in which a majority of students rated at least one instructional factor as needing some or major improvement include: Introductory Psychology, Introductory Sociology, Fundamentals of Human Relations, Juvenile Delinquency, Recreation and Youth.

Class size was seen as too large by a majority of students for courses: Group Process, Fundamentals of Human Relations, Issues in Youth, Introductory Sociology, Introductory Psychology.

A majority of students regarded instructional methods as effective or better in all courses.

A majority of students rated the overall quality of all courses as satisfactory or better.

For both first and second trimesters the amount of time spent in placement was seen as about right by a substantial majority of students. Similarly a majority of students regarded the placement as offerring a valuable and constructive learning experience. The one factor of some concern was that of general expectations for field placement being outlined by college staff prior to the beginning of placement. All other factors were regarded as needing very little or no improvement by a majority of students, for both trimesters.

A majority of second year students regarded their first year placement as needing some or major improvement in five instructional factors including opportunities to integrate information and skill in response to the demands of the setting, to discern personal and professional strengths, weakness, learning needs and to understand the demands personal and professional placed on the child care or youth worker, the quality of agency supervision and assistance with problems. Second year instructional factors were all regarded as needing very little or no improvement by a majority of students. Some concern existed over field placement providing the opportunity to be exposed to a variety of existing services. Time spent was seen as about right in amount by a majority of students for both years of placement. A majority of students regarded field placement as a valuable and constructive learning experience in each year, though much more so in the second.

In terms of instructional factors related to integration seminars, a majority of students in both years rated all factors as needing very little or no improvement and seminar size as being about right.

6. The effectiveness of instructional factors in individual

courses, field placement and integration seminars, as perceived by graduates.

Courses in which at least one instructional factor was rated by a majority of graduates responding as needing some or major improvement include: Communications, Introductory Psychology, Introductory Sociology, Theories of Counselling, Group Process, Recreation and Youth, Family Dynamics.

Class size was seen as too large for Introductory Psychology and Fundamentals of Human Relations.

A majority of between 52.9% and 94.3% regarded all courses as being of satisfactory or better quality overall.

A majority of graduates indicated a degree of improvement needed as some or major for none of the factors in second year, for five in first year (field placement gave the student the opportunity to a) integrate information and skills in response to the demands of the setting, and b) to understand the demands, personal and professional placed upon the child care or youth worker, general expectations for field placement were outlined by college staff prior to beginning, quality of supervision given by the agency was adequate, field placement agency made expectations known at the beginning).

Only one factor related to first year integration seminars was regarded by a majority of graduates as needing some or major improvement (the factor, a clear statement of evaluation procedures was provided). All factors related to second year seminars were rated by a majority of graduates as needing no or very little improvement.

C. The achievement of program goals and objectives, specifically

1. Summary of student graduation and graduate employment.

Of the fifty-three graduates of the program for the period 1973/74 through 1976/77, forty-three (81.1%) are known to have sought and secured employment in the child care/youth counselling field or a related field. Of these forty-three, thirty-six (83.7%) are known to remain employed in the field or a related one, at the time of this evaluation. Ten graduates are acting or had been acting in a supervisory capacity. A majority of responding graduates indicate satisfaction with type of work, working conditions and salary and benefits.

In stating the extent to which their major objective in attending the college was met 64.1% of graduates responding were of the opinion that it was met very well or more than adequately, 94.9% indicating adequately or better.

2. The achievement of overall program goals, as perceived by faculty, program advisors, graduates and child care (counselling) centres.

Most centres, all advisors and all faculty members regarded the program's achievement of its goals to prepare people as specialists in understanding and working with young people and to provide realistic, practical training for people working with youth as being adequate or better. The program is judged as achieving its third goal, to provide existing staff within various institutions and agencies with the opportunity to upgrade themselves, less than adequately by four of five advisors, two of five faculty, and one of eight child care (counselling)centres. Only one faculty member and two centres regard the program as meeting this goal adequately. Several respondents were unable to judge achievement with regard to this goal.

Of five centres rating overall job performance of program graduates, three rated graduates as performing better than average, one as average, one as less than average.

3. 1977/78 Graduating student performance in selected areas as rated by agency field placement supervisors.

Between 88.2% and 100% of graduating students in the 1977/78 term were regarded by their agency supervisors as displaying average or above average performance in each of thirty-four factors identified. In twenty-nine factors between 52.9% and 88.9% of students were rated as performing at above average levels. A majority of 61.2% of students are judged to be performing at above average levels of competence overall, the remaining 38.9% at an average level of competence overall.

4. Skill effectiveness of graduates employed in a child care/ youth counselling capacity, as perceived by immediate supervisors.

Majorities of between 71.4% and 100% of graduates rated were judged by their immediate supervisors to be effective or very effective on each of the sixteen final skill objectives of the program.

D. Trends in the child care/youth counselling field with potential impact upon the program.

Current trends identified by respondents in the child welfare field include: 1) the changing definition of the child care worker (counsellor) role toward that of primary treatment agent, 2) the accompanying movement by current child care workers toward the professionalization of the child care work function, 3) the establishment of standards of care by child care (counselling) centres, and 4) the increased presence of community based programs for youth.

## DISCUSSION

There appears to be a marked consistency of view among various program constituents as well as employers as to the suitability of the overall goals of the program to provide realistic and practical training for persons intending to specialize in working with youth. Students are seeking education related employment, employers are seeking workers with suitable educational preparation for the performance of a specific role. There is a similarly consistent view among constituents and employers that these goals are met adequately or better.

The third overall program goal to provide educational services to persons already employed in the child care/youth counselling field was regarded by respondents as the least important and the least adequately met. Nonetheless, it was regarded as an important or very important goal by a majority of respondents. That only three of eight centres were able to give an opinion with regard to how adequately this goal has been met may suggest that they were unaware of the program's performance to date in this regard. That this goal has become the least emphasized by the program is clear, and is suggested to have resulted from a very weak response by persons already employed in the field to program course offerings to date despite program efforts to make coursework accessible. It would seem that the original program proposal overestimated the interest of workers in field-related continuing education by the college. Some respondents suggested that the difficulty lies largely in the realm of resource availability to facilitate the participation of workers in program coursework. It appears that there is severely limited availability of release time or fee subsidization in many child care (counselling) centres. There appears also to be no significant extrinsic motivators such as increased salary or enhanced opportunities for mobility for workers completing college coursework. Even with the new minimum education requirements for entry into government operated centres, present staff without this minimum will not be required to upgrade their educational qualifications to a college diploma level. Should college coursework be easily transferable toward a degree program there might be more interest by workers in that a degree offers improved salary and enhanced opportunities for mobility. For the many child care/youth workers who possess an undergraduate degree college coursework, though applied to the field, carries none of these advantages. The high staff turnover in this field might also suggest that for many workers the child care/youth counselling field is not one in which they intend to make a career. This would have implications for their interest in pursuing training related to this field. A dearth of funds for the provision of externally delivered educational services militates against many centres involving their staff in college designed and implemented coursework despite the willingness of the program to provide such. In short, while many centres, program advisors, faculty and graduates regard this goal as important, there appear to be inadequate funds for the provision of educational services by the program and inadequate rewards for workers availing themselves of such services, in most child care (counselling) agencies. There remains the possibility that child care (counselling) centres, while regarding upgrading as a program goal important to their needs, are unsure as to the program's capacity to deliver the service required.

In examining the perceived relevance of the program's final objectives in information, skill, and attitude areas to the child care/ youth counselling function, it appears that almost all were regarded as important and frequently used. The exceptions were objectives dealt with in Introductory Sociology, Juvenile Delinquency and Health Issues courses. Considering both graduate and centre opinion as to importance and frequency of use of objectives, the objectives of Introductory Sociology (related to basic understanding of the development and nature of human society) and one of the objectives of Health Issues (the ability to prepare nutritionally balanced meals) were the least relevant of all objectives. The assessment of the meal preparation objective is probably best understood by noting that larger centres (where most graduates are employed) have their own special dietary staff leaving only those smaller centres, such as group homes, as settings in which this function would be required of a graduate. The ability to administer first aid was judged important or necessary though less frequently used than often, weekly, which requires no explanation. The objectives of Juvenile Delinquency (related to a basic understanding of the phenomenon of juvenile delinquency) were judged by a majority of graduates and centres as used very often, daily or often, weekly, and by a majority of graduates only, as important or necessary. Since some centres are dealing with children and youth more suitably described as neglected, emotionally disturbed or some combination of neglected, disturbed or delinquent these objectives may have appeared to be too narrow to have substantial relevance to working with their particular client population. The Introductory Sociology course as it presently exists appears, simply, to be of limited relevance to the performance of the child care/youth counselling function.

It should be noted that the agencies responding to the issue of relevance of objectives were largely involved in the residential treatment of youth at risk. Agencies involved in community youth work were not included. For this reason, the relevance of program objectives as judged by child care (counselling) centres right to be considered in terms of the child care/youth counselling function as performed in residential treatment settings, at the beginning staff level. The group of graduates responding were mostly employed in child care (counselling) centres but included some who were involved with community youth work and some who had risen to supervisory levels. As a group their judgments reflect a somewhat broader range of child care/youth worker roles.

The comparison of the Youth Development program with others indicates that the program is at the lower end of the range in total hours of both instruction and fieldwork. It should be noted that three of the eleven programs considered are of three years duration. There is some suggestion that other Ontario colleges are considering extending their two year programs by a third year. The only program in Alberta similar to the Youth Development program is the Youth Services program of Mt. Royal College in Calgary which is presently considering an extension of its one year program to two. In terms of hours of fieldwork, the Youth Development program with 720 hours, falls short of the 1400 hours being suggested for all similar programs in Ontario. It appears that there is considerable development occuring in current programs, apparently in the direction of more standardization among colleges. At this time in Alberta a standardized two year program is being urged by child care (counselling) centres, child care workers and some child welfare personnel. It is uncertain what demands will be made in terms of total hours of instruction or fieldwork, though areas of instruction presently included in the program are largely validated by this study and centres appear to regard graduates as performing with average to above average competence. An area not included but which has been requested by program advisors and faculty and which does in fact appear in several Ontario college programs is that of observing, recording and reporting of behaviours. Given the relative position of the program with regard to total hours of instruction and fieldwork it is interesting to note that it appears to have the highest ratio of elective courses (generally unrelated to the field) to program courses (directly related to the field) of programs for which this information could be found.

A majority of graduates rated the program as being effective or very effective in enabling them to meet all final program objectives in information, skill, or attitude areas with the exception of skill objectives included in the Health Issues course. This is best understood by noting that the Health Issues course was added to the program in the 1976/77 term, thus available for only two of the four graduating classes included in this study. An examination of student responses in the 1977/78 term indicates that this course was judged by a majority to have been effective or very effective in enabling them to meet all objectives except that of the ability to plan nutritionally balanced meals.

A high degree of student satisfaction with individual course effectiveness is indicated by the results of this aspect of the evaluation. This may be due to the emphasis placed upon effective instruction by both the college and the program. Courses were rated as effective or very effective by fewer than 60% of students for only eight of ninety-eight objectives, by less than 50% of students for only five objectives. Courses including these objectives were Communications, Introductory Sociology and Health Issues.

A high degree of student satisfaction is also evidenced by their ratings of various instructional factors related to individual courses. In only four courses were more than one of eighteen instructional factors regarded as needing some or major improvement.

Field placement experiences appear to be meeting with widespread student satisfaction. Second year students from their vantage point in more intensive second year placements appear somewhat critical of the opportunities for various areas of learning afforded by first year placements. This might be understood in terms of the additional intensity of contact with a more troubled client population during second year placements against which the first year placement pales. Given the lower skill level of first year students they do most of their fieldwork in one-to-one or group recreational contexts with children and youth still living in their homes and not displaying the kind of behaviour for which they might be removed from their homes for more intensive work. It remains a possibility that important deficits in first year field placements exist, but this view must be balanced against a largely satisfactory evaluation by first year students.

On the whole, a majority of graduates indicated satisfaction with the courses in which they had been enrolled, though in seven courses they indicated areas where they thought some or major improvement was needed. It would be unwise to rely unduly upon ratings of individual instructional factors as a basis for program modification since many graduates would probably have had difficulty recalling in adequate detail what actually occurred. However, consistency of concern across student and graduate groups may prove useful. Introductory Psychology, Introductory Sociology and Recreation and Youth are three courses which were identified by a majority of both students and graduates as having at least one instructional factor requiring some or major improvement. Introductory Psychology was indicated by a majority of both groups to require some or major improvement in allowing students the opportunity to learn at their own speed, to apply theory to practice and to develop self awareness and foster personal growth. It appears that these concerns have existed among students for some time and remain concerns in the 1977/78 term. Class size in this course was rated by a majority of both graduates and students as being too large. The overall quality of this course was rated lowest of all program courses, with 52.9% of graduates regarding it as satisfactory or better. The common element of concern with Introductory Sociology is once more the applicability of theory to practice. This concern might clarify somewhat the low rating of relevance of the content of this course to the child care/youth counselling function as judged by graduates and child care (counselling) centres. The Recreation and Youth course was rated by both graduates and students as needing at least some improvement in providing opportunities to apply theory to practice and in providing sufficient time to develop appropriate skills. Consistency of concern among graduates and students is indicated in other areas. Graduates, like second year students, found more problems with first year field placement than second. First year placement concerns across groups include such issues as the outlining of expectations, the supervision provided by agencies, opportunities to understand the demands which are placed on child care/ youth workers and opportunities to integrate and apply information and skills. It is possible that as a first year student, one's lack of expertise and confidence precipitates somewhat unreasonable demands and expectations but it is also possible that improvements in these areas can and ought to be made.

A review of student graduation and graduate employment indicates that a substantial percentage of graduates became employed in the field. This indicates a job market demand adequate to accommodate graduates, to this date, as well as a willingness by employers in the field to hire program graduates. The capabilities of the graduates are evidenced by the number who have risen to supervisory positions. It is significant to note, that in a field where staff turnover rates are regularly between 25% and 50% each year, over 80% of graduates remained employed in the field at the time of this study. It appears that, at the time of the study eight graduates had been in the field between three and four years, eleven between two and three years, nine between one and two years, and fourteen less than one year.

Overall evaluation of graduates' performance by employing child care (counselling) centres indicates that most centres regard graduates as performing at an average or better than average level. This view is confirmed by the evaluation of some graduates by their immediate supervisors which showed over 70% of graduates rated as effective or very effective in all sixteen of the final skill objectives of the program. It appears that graduates are in fact performing effectively the child care/youth counselling function for which they were prepared. Similarly, most graduands in the 1977/78 term were judged by agency supervisors to be performing at an average or above average level in all areas rated, with a majority of graduands judged to be performing at an above average level in over 85% of areas rated. At the end of their two year program it is apparent that most of these students were able to effectively perform the first level child care/youth counselling function required in the agencies with which they completed their fieldwork. Of course, it is not possible through this study to ascertain the role of the program in bringing students to these levels of performance.

Current trends in the child care/youth counselling field would suggest a continuation of adjustment to the child care worker role, likely in the direction of increased responsibility for treatment planning and implementation. This will call for a continued responsiveness of the Youth Development program in the ongoing modification of curriculum content to reflect the changing child care worker role. Furthermore, as the demand for sophistication of skills grows, the program will be obliged to examine the distribution of its resources in order to enhance its overall effectiveness. This may well mean the elimination of "nice to have" objectives in order to redirect resources toward those which are necessary or important to the effective performance of the child care/youth counselling function. The reduction of academic service courses and electives ought to be considered in order to increase the amount of field-related coursework. The movement to professionalize the child care worker role may require that the program actively encourage its students to identify more closely with this role in the interests of consistency of point of view within the field. Since this concern with professionalization is accompanied by a drive to create a primary professional degree the college must examine the issue of transferability between the college and the province's universities. There is already strong concern expressed by some graduates who find themselves in a position of limited mobility and who may require a degree in order to enhance their employment opportunities. The establishment of standards in the field has already had the effect of setting a higher minimum level of educational qualification for the first level child care/youth counselling function. This minimum has been set at a college diploma in child care counselling or a related field, for all government operated centres. This standard may enhance the attractiveness of the diploma program for aspirants to the field. Should the standard continue to rise, the college will be obliged to evaluate its relationship with universities or question the established norm of two year diplomas.

The increase in community youth work activity and the continuing interest of program students in this aspect of the child care/youth counselling function requires a re-examination of the program's curriculum in this area. While it would appear that much of the information, skills and attitudes which are presently the objectives of the program are suitable to those working with youth at risk in a community based program, there may well be more required to perform this role with acceptable competence.

## CONCLUSIONS

The following conclusions with regard to the Youth Development program are indicated by the results of this study:

1. With regard to the relevance of program goals and objectives, it may be concluded that a. overall program goals are highly relevant both to the educational goals of program students (largely, employment related to their area of study) and to meeting the needs of the child care/youth counselling field for trained staff.

b. most final program objectives in information, skill and attitude areas are perceived by most program graduates, and child care (counselling) centres as highly relevant (in terms of importance and frequency of use) to the child care/youth counselling function.

2. With regard to the effectiveness of program instruction, it may be concluded that a. the Youth Development program is similar in design, in many ways, to other Canadian community college programs in child care/youth counselling, though dissimilar in some ways.

b. most program graduates regard the program as having effectively enabled their achievement of most of the final program objectives.

c. most students regard program courses as having effectively enabled their achievement of most interim objectives.

d. students and graduates are largely satisfied with the effectiveness of most instructional factors related to program courses.

e. areas of perceived deficiency are identified.

3. With regard to the achievement of program goals and objectives, it may be concluded that a. most graduates secure education-related employment.

b. the program is perceived by most program graduates, faculty, advisors and child care (counselling) centres as adequate or better in training people as specialists in understanding and working with young people and in providing training which is realistic and practical, but not in providing staff already employed in institutions and agencies with the opportunity to upgrade themselves.

c. most graduands of the 1977/78 term were regarded by their agency field placement supervisors as performing at average and above average levels of competence in all field-related skills rated.

d. a large majority of graduates rated were judged by their supervisors to be performing effectively or very effectively the skills comprising the program's final skill objectives.

4. Trends related to increased sophistication of the child care/youth counselling function and its further development in community-based services will probably have substantial impact upon the program.

## RECOMMENDATIONS

While judgments and opinions of all possible respondents have not been sought or secured for the purposes of this study, and while all factors relevant to program functioning have not been addressed, the results of the study suffice to indicate areas of the program's design and implementation which merit attention and, perhaps, modification. To this end the following recommendations are made:

1. That the advisory committee of the Youth Development Program, being representatives of the major community agencies and organizations in the child care/youth counselling field, secure a more definitive indication of interest and resource availability on the part of agencies, organizations, and individuals they represent, with regard to the provision of educational services by the program to persons already employed in the field, for the purposes of the upgrading of their competence. The extent of program involvement in this regard may be modified in response to this information.

2. That the required competencies of the community youth work function be identified in order to ascertain the relevance and adequacy of present program objectives with regard to that function. Program modificiations to facilitate instruction suitable to this aspect of the child care/youth counselling function may be considered as a result.

3. That program objectives identified as being of minimal relevance to the child care/youth counselling function be replaced by objectives not presently included in the program, but as being highly relevant to the function. Results of the study suggest modifications to Juvenile Delinquency and Health Issues, and modification or elimination of

Introductory Sociology. Reduction of electives to facilitate the inclusion of field-related coursework ought to be considered.

4. That student and graduate opinions with regard to their achievement of course objectives and the effectiveness of instructional factors in individual courses, field placement and integration seminars be communicated to faculty responsible for their consideration in improving course effectiveness.

5. That program evaluation be an ongoing activity in order to enhance the effectiveness of program instruction and to ensure the continued relevance of program objectives to the child care/youth counselling function.

6. That the program explore opportunities for improving upward educational (and therefore occupational) mobility of its graduates.

7. That the Youth Development program continue in its role of providing training to persons intending to work in the child care/youth counselling field.

## SUGGESTIONS FOR FURTHER RESEARCH

Given the limitations of the present study, other areas of possible examination suggest themselves. As noted above, the adequacy of the program in preparing people for community based service to youth (or youth at risk) should be studied, as should the demand for educational services for existing child care staff. Further than this, the following questions might be considered:

1. What is the relationship of various student characteristics to achievement of program objectives?

2. What is the relationship of various faculty characteristics to effective performance in instruction?

3. Are financial, administrative support, physical and faculty resources adequate or being utilized adequately to allow for optimal program effectiveness?

4. Are there discernible trends in the employment of persons in the child care/youth counselling field which would suggest a change in the numbers of program graduates?

5. Is the advisory committee of community representatives functioning satisfactorily?

6. Is the program's work adequately understood by persons within and outside Grant MacEwan Community College?

7. How will the long term employment records of graduates be characterized?

## CONCLUDING STATEMENT

This evaluation was developed to assess the opinions of various constituents concerning the relevance of goals and objectives, and the effectiveness in enabling student achievement of objectives of the Youth Development Program of Grant MacEwan Community College. This having been done, results have been tabulated and interpreted, areas of effectiveness and relevance as well as areas of deficiency have been indicated. Recommendations for program improvement and for further research have been outlined.

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# APPENDIX I

## Graduate Questionnaire

**Grant MacEwan Community College**
Box 1796, Edmonton, Alberta T5J 2P2

ASSUMPTION CAMPUS and
ADMINISTRATIVE OFFICES
10766 - 97 Street
T5J 2P2
(403) 425-8810
(403) 429-2503 (Registrar)

CROMDALE CAMPUS
8020 - 118 Avenue
T5B 0R8
(403) 474-8521

JASPER PLACE CAMPUS
10045 - 156 Street
T5P 2P7
(403) 484-7791

MILL WOODS CAMPUS
7319 - 29 Avenue
T6K 2P1
(403) 462-5501

Dear Graduate;

As many of you may be aware, we are undertaking an evaluation of the Youth Development Program this year.

You are in a unique position of having completed the Program and probably being employed in the child care/youth counselling field. There are several questions being asked in the evaluation for which you are in a position of having valuable information. Among them are: To what extent was the program effective in helping you meet certain goals and objectives; to what extent are the objectives of the program relevant to the work you are doing in the field? With information from you and others, we hope to make improvements in the program.

I would very much appreciate your participation in completing a fairly lengthy questionnaire. If you are willing, please let Rob Chubb, our instructional assistant, know when he calls you, and he will make the necessary arrangements.

Thanks for your help.

Yours sincerely,

Don Meen, Head,
Youth Development Program.

Computer Use Only

PART 1 - Introduction and Instructions:

The following information will be used to see if changes should be made in teaching methods or resources for students from different backgrounds. It will also give us a better understanding of employment patterns and satisfaction of program graduates.

Columns

1. The year in which you graduated (circle one): (1) 1974 (2) 1975 (3) 1976 (4) 1977 — 1

2. Upon entering the program, what was your age? — 2.

   (1) ______ 25 and under

   (2) ______ 26 to 30

   (3) ______ 31 to 40

   (4) ______ 41 to 50

   (5) ______ 51 plus

3. Your marital status upon entering the program: — 3

   (1) ______ Single

   (2) ______ Married

   (3) ______ Other: separated, divorced, widowed, etc.

4. Your family responsibilities upon entering the program: How many children under the age of 16 were you responsible for: — 4

   (1) ______ 1 child

   (2) ______ 2 children

   (3) ______ 3 children

   (4) ______ 4 or more children

   (5) ______ None

5. What level of formal education had you completed prior to enrolling in the program? — 5

   (1) ______ Grade 8 or less.

   (2) ______ Some high school - Grades 9, 10, 11.

   (3) ______ High school completed.

   (4) ______ Some Community College or Technical School.

   (5) ______ Community College or Technical School completed.

   (6) ______ Some university.

   (7) ______ One or more university degrees.

6. Upon entering the college, how long had it been since you completed your formal schooling: — 6

   (1) ______ 1 year or less.

   (2) ______ 2 - 5 years.

   (3) ______ 6 - 10 years.

   (4) ______ 10 or more

Computer
Use
Only

Columns:

7. Upon entering G.M.C.C., what was your major objective for attending College? (Mark one) 7

_____ a) Did not have any objective.

_____ b) Personal development.

_____ c) Occupational upgrading (please state agency in which you were employed prior to or during your College attendance:

_______________________________________________

_____ d) Preparation for intended occupation/career.

_____ e) Preparation for further education.

_____ f) Social or recreational activity.

_____ g) Other (please specify): ______________________________

8. If your major objective changed during your program, which of the above did it become? 8

_______________________________________________

9. In your view to what degree was your final objective met? (Circle one)

| Very well | | Adequately | | Not at all | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 9 |

10. At the present time, what is your working status: (mark one) 10

_____ a) Working full time in child care/youth counselling

_____ b) Working part time in child care/youth counselling

_____ c) Not working - seeking a position in child care/youth counselling

_____ d) Not working - not seeking a position in child care/youth counselling

_____ e) Working full or part time outside the child care/youth counselling field. (Please indicate your field:)

_______________________________________________

11. If you answered (d) or (e) above, please indicate which reason best explains why you are not employed in the child care/youth counselling field. (Mark one) 11

(con't next page)

_____ a) I did not intend to become employed in this field.

_____ b) I couldn't find a job in this field.

_____ c) I lost interest in this field.

[✓ d) Jobs in this field do not pay enough money.]

_____ e) Working conditions in this field are not satisfactory. (Please specify: ______________________________

_____ f) I decided to continue my education. (Please indicate where and in what area of study ______________________________

_______________________________________________

_____ g) I am taking time off to holiday or travel.

cont. on page 3

Computer Use Only Columns

11. cont.....

____ h) Other: ________________________________________

____ ________________________________________

12. Since your graduation, where have you been employed, for how long, and in what positions:

| Place of Employment | Position (Please note changes, e.g. Promotions) | Duration | |
|---|---|---|---|
| a) | | From: | 197__ |
| | | to: | 197__ |
| b) | | From: | 197__ |
| | | to: | 197__ |
| c) | | From: | 197__ |
| | | to: | 197__ |

13. To what degree have you been satisfied/dissatisfied with your present position in terms of type of work, salary and benefits and working conditions?

Type of work (Mark one)

____ a) very satisfied 12

____ b) satisfied

____ c) dissatisfied

____ d) very dissatisfied

____ e) don't know, cannot answer

14. Salary and benefits (Mark one) 13

____ a) very satisfied

____ b) satisfied

____ c) dissatisfied

____ d) very dissatisfied

____ e) don't know, cannot answer

15. Working conditions (Mark one) 14

____ a) very satisfied

____ b) satisfied

____ c) dissatisfied

____ d) very dissatisfied

____ e) don't know, cannot answer

Computer
Use
Only
Column

16. How would you rate your performance in your present position? (Mark one)

____ a) superior

____ b) above average

____ c) average

____ d) below average

____ e) inferior

15

17. What educational or personal/professional growth experiences have you been involved in since graduation? (courses, in-service, workshops, etc.)

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

PART II - Introduction and Instructions:

The purpose of this part of the questionnaire is to provide program faculty with information as to the effectiveness of the program in teaching the information, skills and attitudes for which it was designed.

Please circle the number (next to each objective) which best represents your opinion.

Please make additional comments in the space beneath each item.

EXAMPLE: If you think the program was very effective in helping you gain a basic understanding of child and youth development, you would circle 4, as:

201. Child and youth development 1 2 3 [✓ 4] 5

INFORMATION OBJECTIVES

| How effective was the program in helping you gain a basic understanding of: | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Computer Use Only Column |
|---|---|---|---|---|---|---|
| 201. Child and youth development | 1 | 2 | 3 | 4 | 5 | 16 |
| a) major developmental issues of pre-adolescence and adolescence<br>b) socio-cultural influences on youth | | | | | | |
| 202. Principles of human behavior | 1 | 2 | 3 | 4 | 5 | 17 |
| a) development<br>b) learning<br>c) motivation<br>d) personality<br>e) abnormal behavior | | | | | | |
| 203. Development and nature of human society | 1 | 2 | 3 | 4 | 5 | 18 |
| a) socialization<br>b) concept of culture<br>c) social organization and stratification<br>d) primary groups<br>e) associations<br>f) collective behavior<br>g) population and ecology<br>h) ethnic and minority group relations<br>i) major social institutions in Canada | | | | | | |
| 204. Written, verbal and non-verbal communication | 1 | 2 | 3 | 4 | 5 | 19 |
| a) types of writing (eg. descriptive, narrative)<br>b) elements and types of written assignments (eg. letters, reference papers, essays)<br>c) media influence<br>d) semantics, logic | | | | | | |
| 205. The phenomenon of juvenile delinquency | 1 | 2 | 3 | 4 | 5 | 20 |
| a) contributing factors<br>b) legislation<br>c) intervention - legal, treatment | | | | | | |

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Computer Use Only Column |
|---|---|---|---|---|---|---|
| 206. Counselling theory<br>a) nature and goals of helping<br>b) role of the helping relationship<br>c) major theories of counselling<br>-psychodynamic<br>-behavioral<br>-humanistic | 1 | 2 | 3 | 4 | 5 | 21 |
| 207. Dynamics of inter-personal relations and communication<br>a) sources of self-awareness<br>b) communication skills<br>-giving and receiving feedback<br>-achieving a shared understanding | 1 | 2 | 3 | 4 | 5 | 22 |
| 208. Dynamics of people in small groups<br>a) leadership<br>b) decision making, problem solving<br>c) group goals, cohesion, norms<br>d) communication within groups<br>e) controversy and conflict | 1 | 2 | 3 | 4 | 5 | 23 |
| 209. Characteristics and role of one-to-one helping skills<br>a) listening skills<br>b) leading skills<br>c) reflecting skills<br>d) summarizing skills<br>e) comforting skills<br>f) informing skills<br>g) crisis intervention skills<br>h) "personal survival" skills<br>i) problem solving skills | 1 | 2 | 3 | 4 | 5 | 24 |
| 210. Dynamics of counselling in a group context<br>a) hygienic structure of time and space in the environment<br>b) management of conflict in group context<br>c) gang formation, contagion within groups | 1 | 2 | 3 | 4 | 5 | 25 |
| 211. Principles of treatment in the milieu or life-space<br>a) concept of milieu intervention<br>b) treatment planning using<br>i) psychodynamic<br>ii) behavioral and<br>iii) humanistic models | 1 | 2 | 3 | 4 | 5 | 26 |

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Computer Use Only Column |
|---|---|---|---|---|---|---|
| 212. Family dynamics | 1 | 2 | 3 | 4 | 5 | 27 |

a) family as a special group with history and future
b) patterns of interaction and communication within families

| | | | | | | |
|---|---|---|---|---|---|---|
| 213. Principles of recreational programming | 1 | 2 | 3 | 4 | 5 | 28 |

a) therapeutic use of recreation
b) psychological, social and physiological components of recreational activities
c) community and personal recreational resources

| | | | | | | |
|---|---|---|---|---|---|---|
| 214. Principles of health maintenance | 1 | 2 | 3 | 4 | 5 | 29 |

a) concept of wellness
b) nutrition
c) personal hygiene
d) illness and accident prevention
e) first aid

## SKILL OBJECTIVES

General Objective: A. The student will be able to use both him/her self and the environment to promote among young people in care, feelings of being safe, secure, accepted, and cared for.

How effective was the program in enabling you to perform the following related skills?

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 215. Building helping relationships | 1 | 2 | 3 | 4 | 5 | 30 |

a) building trust
b) communicating respect
warmth
genuiness
c) understanding empathically

| | | | | | | |
|---|---|---|---|---|---|---|
| 216. Providing emotional support | 1 | 2 | 3 | 4 | 5 | 31 |

a) conforting, reassuring, encouraging
b) contacting (verbal, physical)
c) building self-esteem

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Computer Use Only Column |
|---|---|---|---|---|---|---|
| 217. Structuring the environment "hygienically" (ie. in a manner which promotes physical and emotional health) | 1 | 2 | 3 | 4 | 5 | 32 |

a) communicating expectations clearly
b) setting limits
c) managing daily routines
d) arranging physical and social space
e) arranging activities
f) structuring time

General Objective: B. The student will be able to use him/her self and the environment to facilitate personal development and behavior change, by using the additional skills.

How effective was the program in enabling you to perform the following related skills:

| | Not Effective | Somehwat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 218. Planning counselling interventions | 1 | 2 | 3 | 4 | 5 | 33 |

a) observing and analyzing the dynamics of individuals and groups operating in a situation.
b) applying treatment principles in generating alternative interventions.
c) evaluating alternatives
d) priorizing and selecting alternatives
e) evaluating obtained effect of intervention in relation to desired effect
f) communicating treatment plan verbally and in writing

| | | | | | | |
|---|---|---|---|---|---|---|
| 219. Assisting in problem resolution | 1 | 2 | 3 | 4 | 5 | 34 |

a) helping young person to:
-identify problems
-set goals
-analyze problems
-generate and evaluate alternatives
b) providing information

| | | | | | | |
|---|---|---|---|---|---|---|
| 220. Teaching everyday living skills | 1 | 2 | 3 | 4 | 5 | 35 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 221. Using recreational activities | 1 | 2 | 3 | 4 | 5 | 36 |

a) mobilizing community and personal resources
b) designing therapeutic programs
c) supervising activities

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Computer Use Only Column |
|---|---|---|---|---|---|---|
| 222. Applying behaviour modification principles | 1 | 2 | 3 | 4 | 5 | 37 |

a) arranging and applying reinforcement to desired behaviour
b) modeling desired behaviour
c) removing reinforcing conditions to undesired behaviour
d) using desired responses
e) desensitizing undersirable emotional responses

General Objective: C. The student will be able to use him/herself and the environment to manage and utilize crises (ie. behaviour harmful to the young person and/or others).

How effective was the program in enabling you to perform the following related skills:

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 223. Containing and de-escalating critical incidents | 1 | 2 | 3 | 4 | 5 | 38 |

a) lowering energy level of self and youth involved
b) restraining and isolating behaviour (physical and verbal)
c) facilitating the re-establishing of individual self-control
e) re-establishing interpersonal contact

| | | | | | | |
|---|---|---|---|---|---|---|
| 224. Integrating crises into ingoing treatment | 1 | 2 | 3 | 4 | 5 | 39 |

a) providing emotional support
b) facilitating understanding of events, emotions
c) facilitating problem solving

General Objective: D. The student will be able to use him/her self and the environment to promote physical health.

How effective was the program in enabling you to perform the following related skills:

| | Not Effective | Somehwat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 225. Providing emergency first aid | 1 | 2 | 3 | 4 | 5 | 40 |
| 226. Planning nutritionally balanced meals | 1 | 2 | 3 | 4 | 5 | 41 |
| 227. Providing personal hygiene instructions | 1 | 2 | 3 | 4 | 5 | 42 |

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Computer Use Only Column |
|---|---|---|---|---|---|---|
| 228. Controling the physical environment in order to prevent accidents or illness | 1 | 2 | 3 | 4 | 5 | 43 |

General Objective: E. The student will be able to establish and maintain a support system both personally and within a work setting.

How effective was the program in enabling you to perform the following related skills:

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 229. Balancing personal life (eg. between work and play) | 1 | 2 | 3 | 4 | 5 | 44 |

a) assessing personal and professional strengths, weaknesses, needs
b) collecting resources to meet needs

| | | | | | | |
|---|---|---|---|---|---|---|
| 230. Establishing and maintaining a supportive peer group within work setting | 1 | 2 | 3 | 4 | 5 5 | 45 |

a) facilitating peer feedback
b) self-disclosing appropriately
c) co-operating with staff members
d) accepting personal responsibility appropriately

ATTITUDE OBJECTIVES

How effective was the program in enabling you to develop the following attitudes?

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 231. Student: respects and cares for others | 1 | 2 | 3 | 4 | 5 | 46 |
| 232. respects and cares for him/her self | 1 | 2 | 3 | 4 | 5 | 47 |
| 233. is genuine in interactions with others | 1 | 2 | 3 | 4 | 5 | 48 |
| 234. is curious and willing to learn from others and his/her experiences | 1 | 2 | 3 | 4 | 5 | 49 |

| | | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Computer Use Only Column |
|---|---|---|---|---|---|---|---|
| 235. | accepts personal responsibility for behaviour, being neither over-responsibile or under-responsible. | 1 | 2 | 3 | 4 | 5 | 50 |
| 236. | accepts or tolerates differences in others' values, beliefs, life styles. | 1 | 2 | 3 | 4 | 5 | 51 |
| 237. | seeks to be aware of the impact of others and his/her personal background including childhood and family experiences, on present behaviour and attitudes. | 1 | 2 | 3 | 4 | 5 | 52 |
| 238. | seeks to be aware of the impact on others of his/her behaviour and attitudes. | 1 | 2 | 3 | 4 | 5 | 53 |
| 239. | maintains appropriate confidentiality. | 1 | 2 | 3 | 4 | 5 | 54 |
| 240. | seeks to be aware of own needs, strenghts, in developing relationships. | 1 | 2 | 3 | 4 | 5 | 55 |
| 241. | displays a non-blaming perspective with egard to personal, group or family problems. | 1 | 2 | 3 | 4 | 5 | 56 |
| 242. | is aware of his/her personal motivation to help. | 1 | 2 | 3 | 4 | 5 | 57 |

## PART III - A INTRODUCTION AND INSTRUCTIONS

In the following section you are asked to evaluate each course which was required in your program.

Please use the response key at the top right of each page to tell us how much improvement you think is required in various aspects of course structure, resources and teaching methods.

The key goes from 1:-No improvement needed to 6:-Not applicable. Please place the NUMBER which best represents your opinion in the box after each item.

If the course was added after you graduated, please mark 6 or NA.

**COURSE:** EN 100.3 COMMUNICATIONS

**DESCRIPTION:** This course is aimed primarily at helping students strengthen basic writing skills. In addition, it will involve them in studying the influence of the various media and the way verbal and non-verbal language affect everyday life.

**RESPONSE KEY**

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

Computer Use Only

58, 59

| | | Columns |
|---|---|---|
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 60 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 61 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 62 |
| 4. Material presented in class was in an understandable form. | ☐ | 63 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 64 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 65 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 66 |
| b) develop the appropriate skills | ☐ | 67 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 68 |
| b) work in small groups | ☐ | 69 |
| c) learn to apply theory to practice | ☐ | 70 |
| d) develop self-awareness and foster personal growth | ☐ | 71 |
| 9. The workload in the course was reasonable. | ☐ | 72 |
| 10. The grading system used was fair. | ☐ | 73 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 74 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 75 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 76, 77 |
| Was this class size - a) too large ___ 1 b) too small ___ 2 c) about right ___ 3 | | 78 |
| 14. Overall, the quality of this course was? | | |
| 1. Excellent ___ 2. ___ 3. ___ 4. ___ 5. Very Poor | | 79 |

**COURSE:** PY 101.3 INTRODUCTORY PSYCHOLOGY

**DESCRIPTION:** An introduction to the study of human behavior. Among the topics explored will be development, learning, motivation, social interaction, personality, abnormal behavior and methods of studying behavior.

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

Computer Use Only

80

Card 2

1

| | | Columns |
|---|---|---|
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 2 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 3 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 4 |
| 4. Material presented in class was in an understandable form. | ☐ | 5 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 6 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 7 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 8 |
| b) develop the appropriate skills | ☐ | 9 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 10 |
| b) work in small groups | ☐ | 11 |
| c) learn to apply theory to practice | ☐ | 12 |
| d) develop self-awareness and foster personal growth | ☐ | 13 |
| 9. The workload in the course was reasonable. | ☐ | 14 |
| 10. The grading system used was fair. | ☐ | 15 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 16 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 17 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 18, 19 |
| Was this class size - a) too large ___ (1) b) too small ___ (2) c) about right ___ (3) | | 20 |
| 14. Overall, the quality of this course was? | | |
| 1. Excellent ___ 2. ___ 3. ___ 4. ___ 5. Very Poor | | 21 |

**COURSE:** SO 101.3 INTRODUCTORY SOCIOLOGY

**DESCRIPTION:** An analysis of the nature of society, the intrarelationships of its component groups, and the process of persistence and change. The emphasis is on man as a social being and the social forces and institutions which shape him such as socialization, conformist and non-conformist behavior, family, social class and ethnic group relations.

**RESPONSE KEY**

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

Computer Use Only

22, 23

| | | |
|---|---|---|
| | | Columns |
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 24 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 25 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 26 |
| 4. Material presented in class was in an understandable form. | ☐ | 27 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 28 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 29 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 30 |
| b) develop the appropriate skills | ☐ | 31 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 32 |
| b) work in small groups | ☐ | 33 |
| c) learn to apply theory to practice | ☐ | 34 |
| d) develop self-awareness and foster personal growth | ☐ | 35 |
| 9. The workload in the course was reasonable. | ☐ | 36 |
| 10. The grading system used was fair. | ☐ | 37 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 38 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 39 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 40, 41 |
| Was this class size - a) too large ___ 1 b) too small ___ 2 c) about right ___ 3 | | 42 |
| 14. Overall, the quality of this course was? | | |
| 1. Excellent 2. 3. 4. 5. Very Poor | | 43 |

COURSE: YW 101.3 ISSUES IN YOUTH

DESCRIPTION: An examination of the developmental tasks facing the adolescent including a consideration of the various physical, emotional and intellectual changes occurring during this period.

**RESPONSE KEY**

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

Computer Use Only

44, 45

| | | Columns |
|---|---|---|
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 46 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 47 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 48 |
| 4. Material presented in class was in an understandable form. | ☐ | 49 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 50 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 51 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 52 |
| b) develop the appropriate skills | ☐ | 53 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 54 |
| b) work in small groups | ☐ | 55 |
| c) learn to apply theory to practice | ☐ | 56 |
| d) develop self-awareness and foster personal growth | ☐ | 57 |
| 9. The workload in the course was reasonable. | ☐ | 58 |
| 10. The grading system used was fair. | ☐ | 59 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 60 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 61 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 62, 63 |
| Was this class size - a) too large ___ 1 b) too small ___ 2 c) about right ___ 3 | | 64 |
| 14. Overall, the quality of this course was? | | |
| 1. Excellent 2. 3. 4. 5. Very Poor | | 65 |

**COURSE:** PL 202.3 FUNDAMENTALS OF HUMAN RELATIONS

**DESCRIPTION:** A course in human communications training with focus on improving the individual's ability to relate to others by increasing self-understanding and creating an awareness of the skills required for effective communications.

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

Computer Use Only

66, 67

Columns

|  |  |  |
|---|---|---|
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 68 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 69 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 70 |
| 4. Material presented in class was in an understandable form. | ☐ | 71 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 72 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 73 |
| 7. There was sufficient time in the course to: |  |  |
| a) acquire the appropriate knowledge | ☐ | 74 |
| b) develop the appropriate skills | ☐ | 75 |
| 8. Opportunities were provided in the course for students to: |  |  |
| a) learn at their own speed | ☐ | 76 |
| b) work in small groups | ☐ | 77 |
| c) learn to apply theory to practice | ☐ | 78 |
| d) develop self-awareness and foster personal growth | ☐ | 79 |
| 9. The workload in the course was reasonable. | ☐ | 80 |
|  |  | Card 2 |
| 10. The grading system used was fair. | ☐ | 1 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 2 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 3 |
| 13. The size of the class was approximately _____ (indicate number of students). |  | 4, 5 |
| Was this class size - a) too large ___ (1) b) too small ___ (2) c) about right ___ (3) |  | 6 |
| 14. Overall, the quality of this course was? |  | 7 |

1. Excellent ____ 2. ____ 3. ____ 4. ____ 5. Very Poor

**COURSE:** YW 202.3 JUVENILE DELINQUENCY

**DESCRIPTION:** This course examines the extent and nature of juvenile delinquency within its sociocultural context. Also included will be consideration of the role of individual and family factors in causation and a survey of treatment methods and legislation currently in effect.

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

Computer Use Only

8, 9

| | | Columns |
|---|---|---|
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 10 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 11 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 12 |
| 4. Material presented in class was in an understandable form. | ☐ | 13 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 14 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 15 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 16 |
| b) develop the appropriate skills | ☐ | 17 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 18 |
| b) work in small groups | ☐ | 19 |
| c) learn to apply theory to practice | ☐ | 20 |
| d) develop self-awareness and foster personal growth | ☐ | 21 |
| 9. The workload in the course was reasonable. | ☐ | 22 |
| 10. The grading system used was fair. | ☐ | 23 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 24 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 25 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 26, 27 |
| Was this class size - a) too large ___ 1 b) too small ___ 2 c) about right ___ 3 | | 28 |
| 14. Overall, the quality of this course was? | | |
| 1. 2. 3. 4. 5.<br>Excellent Very Poor | | 29 |

**COURSE:** YW 203.3 THEORIES OF COUNSELLING

**DESCRIPTION:** In this course the concept of helping is examined. Students are encouraged to explore their personal motivations toward helping and are exposed to the basic principles of several major theories of counselling.

**RESPONSE KEY**

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

Computer Use Only

30, 31

Columns

1. A clear statement of course content and objectives was provided at the beginning of the course. ☐ 32

2. Material presented in the course was integrated with that present in other courses. ☐ 33

3. A clear statement of how you were to be evaluated was provided at the beginning of the course. ☐ 34

4. Material presented in class was in an understandable form. ☐ 35

5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). ☐ 36

6. The instructional methods used were effective in helping you meet course objectives. ☐ 37

7. There was sufficient time in the course to:
   a) acquire the appropriate knowledge ☐ 38
   b) develop the appropriate skills ☐ 39

8. Opportunities were provided in the course for students to:
   a) learn at their own speed ☐ 40
   b) work in small groups ☐ 41
   c) learn to apply theory to practice ☐ 42
   d) develop self-awareness and foster personal growth ☐ 43

9. The workload in the course was reasonable. ☐ 44

10. The grading system used was fair. ☐ 45

11. Upon request extra help on course work was given by the instructor. ☐ 46

12. The instructor was available for student counselling on personal and/or vocational matters. ☐ 47

13. The size of the class was approximately _____ (indicate number of students). 48, 49

    Was this class size - a) too large ___1 b) too small ___2 c) about right ___3 50

14. Overall, the quality of this course was?

    1. Excellent ____ 2. ____ 3. ____ 4. ____ 5. Very Poor 51

**COURSE:** YW 204.3 GROUP PROCESS

**DESCRIPTION:** An introduction to theories and research in group dynamics with an experiential emphasis that is both cognitive and affective. Participants will be expected to examine their own styles of relating within a group.

**RESPONSE KEY**

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

| | | Computer Use Only |
|---|---|---|
| | | 52, 53 |
| | | Columns |
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 54 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 55 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 56 |
| 4. Material presented in class was in an understandable form. | ☐ | 57 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 58 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 59 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 60 |
| b) develop the appropriate skills | ☐ | 61 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 62 |
| b) work in small groups | ☐ | 63 |
| c) learn to apply theory to practice | ☐ | 64 |
| d) develop self-awareness and foster personal growth | ☐ | 65 |
| 9. The workload in the course was reasonable. | ☐ | 66 |
| 10. The grading system used was fair. | ☐ | 67 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 68 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 69 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 70, 71 |
| Was this class size - a) too large ___ (1) b) too small ___ (2) c) about right ___ (3) | | 72 |
| 14. Overall, the quality of this course was? | | |
| 1. Excellent — 2. — 3. — 4. — 5. Very Poor | | 73 |

**COURSE:** YW 303.3 YOUTH COUNSELLING I

**DESCRIPTION:** This course is concerned with the acquisition of skills necessary to counsel youth on a one-to-one basis. Extensive exploration of the students' attitudes toward the helping relationship is included.

**RESPONSE KEY**

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

| | | Computer Use Only |
|---|---|---|
| | | 74, 75 |
| | | Columns |
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 76 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 77 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 78 |
| 4. Material presented in class was in an understandable form. | ☐ | 79 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 80 |
| | | Card 3 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 1 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 2 |
| b) develop the appropriate skills | ☐ | 3 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 4 |
| b) work in small groups | ☐ | 5 |
| c) learn to apply theory to practice | ☐ | 6 |
| d) develop self-awareness and foster personal growth | ☐ | 7 |
| 9. The workload in the course was reasonable. | ☐ | 8 |
| 10. The grading system used was fair. | ☐ | 9 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 10 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 11 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 12, 13 |
| Was this class size - a) too large ___ 1 b) too small ___ 2 c) about right ___ 3 | | 14 |
| 14. Overall, the quality of this course was? | | |
| 1. Excellent ___ 2. ___ 3. ___ 4. ___ 5. Very Poor | | 15 |

COURSE: YW 304.3 RECREATION AND YOUTH

DESCRIPTION: A course in recreational leadership and recreation skills in physical, social and cultural activities. The therapeutic use of such activities and planning for children and youth will be emphasized.

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

| | | Computer Use Only |
|---|---|---|
| | | 16, 17 |
| | | Columns |
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 18 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 19 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 20 |
| 4. Material presented in class was in an understandable form. | ☐ | 21 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 22 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 23 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 24 |
| b) develop the appropriate skills | ☐ | 25 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 26 |
| b) work in small groups | ☐ | 27 |
| c) learn to apply theory to practice | ☐ | 28 |
| d) develop self-awareness and foster personal growth | ☐ | 29 |
| 9. The workload in the course was reasonable. | ☐ | 30 |
| 10. The grading system used was fair. | ☐ | 31 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 32 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 33 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 34, 35 |
| Was this class size - a) too large ___ (1) b) too small ___ (2) c) about right ___ (3) | | 36 |
| 14. Overall, the quality of this course was? | | |
| 1. Excellent 2. 3. Satisfactory 4. 5. Very Poor | | 37 |

Computer Use Only

**COURSE:** YW 305.3 TREATMENT METHODS

**DESCRIPTION:** This course concerns itself with the operationalization of theories of counselling in treatment methods and systems. An examination of the dynamics of behaviour change according to major treatment models provides bases for treatment intervention.

38, 39

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

| | | | Columns |
|---|---|---|---|
| 1. | A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 40 |
| 2. | Material presented in the course was integrated with that present in other courses. | ☐ | 41 |
| 3. | A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 42 |
| 4. | Material presented in class was in an understandable form. | ☐ | 43 |
| 5. | A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 44 |
| 6. | The instructional methods used were effective in helping you meet course objectives. | ☐ | 45 |
| 7. | There was sufficient time in the course to: | | |
| | a) acquire the appropriate knowledge | ☐ | 46 |
| | b) develop the appropriate skills | ☐ | 47 |
| 8. | Opportunities were provided in the course for students to: | | |
| | a) learn at their own speed | ☐ | 48 |
| | b) work in small groups | ☐ | 49 |
| | c) learn to apply theory to practice | ☐ | 50 |
| | d) develop self-awareness and foster personal growth | ☐ | 51 |
| 9. | The workload in the course was reasonable. | ☐ | 52 |
| 10. | The grading system used was fair. | ☐ | 53 |
| 11. | Upon request extra help on course work was given by the instructor. | ☐ | 54 |
| 12. | The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 55 |

13. The size of the class was approximately _____ (indicate number of students). 56, 5

Was this class size - a) too large ___ 1 b) too small ___ 2 c) about right ___ 3 58

14. Overall, the quality of this course was? 59

1. Excellent 2. 3. 4. 5. Very Poor

**COURSE:** SS 202.3 FAMILY DYNAMICS

**DESCRIPTION:** A study of interactions which may occur among people living in the close, ongoing group - the family. This will include an examination of communication, roles and systems as they evolve during the family's life cycle. Implications for helping intervention will be discussed.

RESPONSE KEY
1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

| | | Computer Use Only |
|---|---|---|
| | | 60, 61 |
| | | Columns |
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 62 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 63 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 64 |
| 4. Material presented in class was in an understandable form. | ☐ | 65 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 66 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 67 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 68 |
| b) develop the appropriate skills | ☐ | 69 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 70 |
| b) work in small groups | ☐ | 71 |
| c) learn to apply theory to practice | ☐ | 72 |
| d) develop self-awareness and foster personal growth | ☐ | 73 |
| 9. The workload in the course was reasonable. | ☐ | 74 |
| 10. The grading system used was fair. | ☐ | 75 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 76 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 77 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 78, 79 |
| Was this class size - a) too large ___ 1 b) too small ___ 2 c) about right ___ 3 | | 80 |
| 14. Overall, the quality of this course was? | | Card |
| 1. Excellent ___ 2. ___ 3. ___ 4. ___ 5. Very Poor | | 1 |

**COURSE:** CO 211.3 HEALTH ISSUES

**DESCRIPTION:** This course is designed to provide basic knowledge and skills in the health maintenance of clients in a variety of human service settings. The course focus is on the concept of wellness. First aid training is included.

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

| | | Computer Use Only |
|---|---|---|
| | | 2, 3 |
| | | Columns |
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 4 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 5 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 6 |
| 4. Material presented in class was in an understandable form. | ☐ | 7 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 8 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 9 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 10 |
| b) develop the appropriate skills | ☐ | 11 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 12 |
| b) work in small groups | ☐ | 13 |
| c) learn to apply theory to practice | ☐ | 14 |
| d) develop self-awareness and foster personal growth | ☐ | 15 |
| 9. The workload in the course was reasonable. | ☐ | 16 |
| 10. The grading system used was fair. | ☐ | 17 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 18 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 19 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 20, 21 |
| Was this class size - a) too large ___ (1) b) too small ___ (2) c) about right ___ (3) | | 22 |
| 14. Overall, the quality of this course was? | | |
| 1. Excellent 2. 3. 4. 5. Very Poor | | 23 |

**COURSE:** YW 403.3 YOUTH COUNSELLING II

**DESCRIPTION:** An examination of various approaches to the management of children's and young persons' behavior individually and within groups. Practice in problem-solving will utilize field placement experiences as focuses.

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

Computer Use Only

24, 25

| | | Columns |
|---|---|---|
| 1. A clear statement of course content and objectives was provided at the beginning of the course. | ☐ | 26 |
| 2. Material presented in the course was integrated with that present in other courses. | ☐ | 27 |
| 3. A clear statement of how you were to be evaluated was provided at the beginning of the course. | ☐ | 28 |
| 4. Material presented in class was in an understandable form. | ☐ | 29 |
| 5. A variety of instructional methods were used (eg. lectures, films, role-play, simulations, guests). | ☐ | 30 |
| 6. The instructional methods used were effective in helping you meet course objectives. | ☐ | 31 |
| 7. There was sufficient time in the course to: | | |
| a) acquire the appropriate knowledge | ☐ | 32 |
| b) develop the appropriate skills | ☐ | 33 |
| 8. Opportunities were provided in the course for students to: | | |
| a) learn at their own speed | ☐ | 34 |
| b) work in small groups | ☐ | 35 |
| c) learn to apply theory to practice | ☐ | 36 |
| d) develop self-awareness and foster personal growth | ☐ | 37 |
| 9. The workload in the course was reasonable. | ☐ | 38 |
| 10. The grading system used was fair. | ☐ | 39 |
| 11. Upon request extra help on course work was given by the instructor. | ☐ | 40 |
| 12. The instructor was available for student counselling on personal and/or vocational matters. | ☐ | 41 |
| 13. The size of the class was approximately _____ (indicate number of students). | | 42, 43 |
| Was this class size - a) too large ___ 1 b) too small ___ 2 c) about right ___ 3 | | 44 |
| 14. Overall, the quality of this course was? | | |
| 1. Excellent 2. 3. 4. 5. Very Poor | | 45 |

## PART III - B FIELD PLACEMENT

Computer Use Only

Using the response key below, rate various aspects of your field placement for EACH of FIRST and SECOND YEARS.

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

EXAMPLE: If you think the quality of supervision given by the agency in your first year was excellent and needs no improvement, you would mark 1 in the box labelled FIRST YEAR. If the quality of supervision by the agency in your second year was adequate but could use some improvement, you would mark 3 in the box labelled SECOND YEAR.

| | FIRST YEAR | SECOND YEAR | Computer Use Only |
|---|---|---|---|
| 8. The quality of supervision given by the agency was adequate. | 1 | 3 | 46, 47<br>Column |

Additional comments may be written beneath each question or at the end.

| Your field placement gave you the opportunity to: | FIRST YEAR | SECOND YEAR | |
|---|---|---|---|
| 1. Integrate information and skills in response to the demand of the setting. | ☐ | ☐ | 48, 49 |
| 2. Practice such skills as are requisite to effective interaction with clients. | ☐ | ☐ | 50, 51 |
| 3. Discern personal and professional strengths, weaknesses and learning needs. | ☐ | ☐ | 52, 53 |
| 4. Be exposed to a variety of existing services thereby becoming oriented to the field of child care and youth work. | ☐ | ☐ | 54, 55 |
| 5. Understand the demands, personal and professional, placed upon the child care and youth worker. | ☐ | ☐ | 56, 57 |
| 6. The general expectations for field placement were outlined by college staff prior to beginning field placement. | ☐ | ☐ | 58, 59 |
| 7. Field placement(s) offered a valuable and constructive learning experience. | ☐ | ☐ | 60, 61 |
| 8. The quality of supervision given by the agency was adequate. | ☐ | ☐ | 62, 63 |
| 9. Supervisors at field placement agencies dealt adequately with your problems as they arose. | ☐ | ☐ | 64, 65 |
| 10. The field placement supervisor from the College was available to discuss problems concerning field placement. | ☐ | ☐ | 66, 67 |
| 11. The field placement agency made their expectations known at the beginning. | ☐ | ☐ | 68, 69 |

PART III - B FIELD PLACEMENT con'd

| | | FIRST YEAR | SECOND YEAR | Computer Use Only<br>Column |
|---|---|---|---|---|
| 12. | Evaluation of your performance was accurate. | ☐ | ☐ | 70, 71 |
| 13. | Evaluation of your performance was useful in helping you learn. | ☐ | ☐ | 72, 73 |
| 14. | Weekly logs to your College supervisor provided useful feedback. | ☐ | ☐ | 74, 75 |
| 15. | Scheduling to allow field placement on Tuesday and/or Thursday was suitable. | ☐ | ☐ | 76, 77 |
| 16. | The block placement at the beginning of trimester 3 (second year) was useful in orienting you to the agency. | ☐ | ☐ | 78, 79 |
| 17. | The amount of time you were required to spend in placement was (check one) | | | Card 5 |
| | (a) too little | ☐ | ☐ | 80, / 1 |
| | (b) too much | ☐ | ☐ | 2, 3 |
| | (c) about right | ☐ | ☐ | 4, 5 |

18. Do you have any suggestions as to how we might schedule field placement differently in order to provide the best learning opportunity?

19. Additional comments regarding Field Placement?

Computer
Use
Only

## PART III - C. INTEGRATION SEMINAR

Please provide your opinions on the statements below concerning integration seminars. Use the following response key:-

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

EXAMPLE: If these was sufficient seminar time in FIRST YEAR to meet objectives and no improvement is needed, you would mark 1 in the box labelled FIRST YEAR after that item. If the same was true in the SECOND YEAR, you would mark 1 in the box labelled SECOND YEAR, after that item.

| | FIRST YEAR | SECOND YEAR | |
|---|---|---|---|
| 6. There was sufficient time to meet objectives. | 1 | 1 | 6, 7<br>Column |

SEMINARS PROVIDED THE OPPORTUNITY TO:-

| | FIRST YEAR | SECOND YEAR | |
|---|---|---|---|
| 1. Review matters of personal concern. | ☐ | ☐ | 8, 9 |
| 2. Integrate learning experiences. | ☐ | ☐ | 10, 11 |
| 3. Discuss field placement experiences. | ☐ | ☐ | 12, 13 |
| 4. A clear statement of the seminar's purpose was provided. | ☐ | ☐ | 14, 15 |
| 5. A clear statement of evaluation procedures was provided. | ☐ | ☐ | 16, 17 |
| 6. There was sufficient time to meet objectives (listed above as 1, 2, 3). | ☐ | ☐ | 18, 19 |
| 7. The size of the seminar groups was:- (check one) | | | |
| a) too small | ☐ | ☐ | 20, 21 |
| b) too large | ☐ | ☐ | 22, 23 |
| c) about right | ☐ | ☐ | 24, 25 |

8. Additional comments: ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## PART IV - A

### INTRODUCTION:

This section of the questionnaire asks about the relevance of the program's objectives to the work you're doing, and the number of times you use the information, skill or attitude, on the average.

1. When answering the questionnaire, focus on the child/care youth counselling with which you are most familiar -- whether it be your own or, if you're a supervisor, those whom you directly supervise.
2. We are interested in knowing what you need now; therefore, when responding to the items, rate as things are, not as you think they should be.
3. Read each item carefully. Rate the importance of that objective to effective job performance on the left hand scale. Depending on the importance, check "1" for "necessary-can't do without" to 4 for "not necessary". (Full description of scale provided below).
4. Rate how often you use that objective on the right hand scale. Depending on the frequency, check "1" for "very often-daily" to "5" for "never". (Full description of scale provided below).
5. If you wish to elaborate on your answers, write your comments on the reverse of the page.
6. Major topics are listed alphabetically under many objectives. This is to explain the objectives more clearly. Please rate ONLY the numbered objectives themselves.

### DEFINITIONS OF RATING SCALE:

### A) IMPORTANCE TO EFFECTIVE JOB PERFORMANCE

This scale is designed to determine how important a particular objective is to being an effective child care/youth counsellor.

The scale ranges from "1" to "4", with respective numbers indicating:

1. NECESSARY - CAN'T DO WITHOUT -- The job can't be done without this skill, information or attitude. eg: counsel people without having adequate communication skills.
2. IMPORTANT - SHOULD HAVE -- The person should have this information, skill, or attitude: it would be difficult to do the job without it. eg: Represent a child's interests in court without knowing policies and procedures of Juvenile Court.
3. USEFUL - NICE TO HAVE -- It would be nice to have this information, skill, or attitude but you could get by without it. eg: Driving skills which allow you to use an agency vehicle although there are others who are usually available to drive.
4. NOT NECESSARY -- This information, skill, or attitude is not called for at all in performing the job, eg: employee selection interview skill if a person is never involved in hiring staff.

### B) FREQUENCY OF USE

This scale is designed to indicate how often the information, skill, or attitude is used by a person inchildcare/youth counselling.

1. VERY OFTEN - DAILY -- at least once a day.
2. OFTEN - WEEKLY -- at least once a week.
3. OCCASIONALLY - MONTHLY -- once, twice or three times each month.
4. SELDOM - LESS OFTEN THAN MONTHLY -- less often than once a month.
5. NEVER

## PART IV - A

IMPORTANCE
(Circle One)

FREQUENCY OF USE
(Circle One)

| necessary-can't do without | important-should have | useful - nice to have | not necessary | | very often-daily | often-weekly | occasionally-monthly | less often seldom-than monthly | never | Compute Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | |
| | | | | EXAMPLE: | | | | | | |
| 1 | 2 | 3 | 4 | 40X An understanding of basic principles in physics<br>a) laws of mechanics<br>b) laws of optics | 1 | 2 | 3 | 4 | 5 | 1X |
| | | | | If you think the above information is important (i.e. you should have it - it would be difficult to do the job without it), you would circle 2 on the LEFT scale).<br>If you think you use this information very often (i.e. at least once a day) you would circle 1 on the RIGHT scale.<br>Each objective will be rated for IMPORTANCE AND FREQUENCY OF USE. For our example, we would see: | | | | | | |
| 1 | [✓ 2] | 3 | 4 | 40X An understanding of basic principles in physics<br>a) laws of mechanics<br>b) laws of optics | [✓ 1] | 2 | 3 | 4 | 5 | 1X |

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Computer Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Columns |
| | | | | INFORMATION OBJECTIVES | | | | | | |
| 1 | 2 | 3 | 4 | 401. Child and youth development | 1 | 2 | 3 | 4 | 5 | 22, 23 |
| | | | | a) major developmental issues of pre-adolescence and adolescence<br>b) socio-cultural influences on youth | | | | | | |
| 1 | 2 | 3 | 4 | 402. Principles of human behavior | 1 | 2 | 3 | 4 | 5 | 24, 25 |
| | | | | a) development<br>b) learning<br>c) motivation<br>d) personality<br>e) abnormal behavior | | | | | | |
| 1 | 2 | 3 | 4 | 403. Development and nature of human society | 1 | 2 | 3 | 4 | 5 | 26, 27 |
| | | | | a) socialization<br>b) concept of culture<br>c) social organization and stratification<br>d) primary groups<br>e) associations<br>f) collective behavior<br>g) population and ecology<br>h) ethnic and minority groups relations<br>i) major social institutions in Canada | | | | | | |
| 1 | 2 | 3 | 4 | 404. Written, verbal and non-verbal communication | 1 | 2 | 3 | 4 | 5 | 28, 29 |
| | | | | a) types of writing (eg. descriptive, narrative)<br>b) elements and types of written assignments (eg. letters, reference paper, essays)<br>c) media influence<br>d) semantics, logic | | | | | | |
| 1 | 2 | 3 | 4 | 405. The phenomenon of juvenile delinquency | 1 | 2 | 3 | 4 | 5 | 30, 3 |
| | | | | a) contributing factors<br>b) legislation<br>c) intervention - legal, treatment | | | | | | |

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Comput Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Colum |
| 1 | 2 | 3 | 4 | 406. Counselling theory<br>a) nature and goals of helping<br>b) role of the helping relationship<br>c) major theories of counselling<br>-psychodynamic<br>-behavioral<br>-humanistic | 1 | 2 | 3 | 4 | 5 | 32, 3 |
| 1 | 2 | 3 | 4 | 407. Dynamics of interpersonal relations and communication<br>a) sources of self-awareness<br>b) styles of communication<br>c) communication skills<br>-giving and receiving feedback<br>-achieving a shared understanding | 1 | 2 | 3 | 4 | 5 | 34, 3 |
| 1 | 2 | 3 | 4 | 408. Dynamics of people in small groups<br>a) leadership<br>b) decision making, problem solving<br>c) group goals, cohesion, norms<br>d) communication within groups<br>e) controversy and conflict | 1 | 2 | 3 | 4 | 5 | 36, 3 |
| 1 | 2 | 3 | 4 | 409. Characteristics and role of one-to-one helping skills<br>a) listening skills<br>b) leading skills<br>c) reflecting skills<br>d) summarizing skills<br>e) confronting skills<br>f) informing skills<br>g) crisis intervention skills<br>h) "personal survival" skills<br>i) problem solving skills | 1 | 2 | 3 | 4 | 5 | 38, |
| 1 | 2 | 3 | 4 | 410. Dynamics of counselling in a group context<br>a) hygienic structure of time and space in the environment<br>b) management of conflict in group context<br>c) gang formation, contagion within groups | 1 | 2 | 3 | 4 | 5 | 40, |

IMPORTANCE
(Circle one)

FREQUENCY OF USE
(Circle one)

Comput
Use
Only

| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Colum |
| 1 | 2 | 3 | 4 | 411. Principles of treatment in the milieu or life-space | 1 | 2 | 3 | 4 | 5 | 42, 4 |
| | | | | a) concept of milieu intervention<br>b) treatment planning using<br>i) psychodynamic<br>ii) behavioral and<br>iii) humanistic models | | | | | | |
| 1 | 2 | 3 | 4 | 412. Family dynamics | 1 | 2 | 3 | 4 | 5 | 44, 4 |
| | | | | a) family as a special group with history and future<br>b) patterns of interaction and communication within families | | | | | | |
| 1 | 2 | 3 | 4 | 413. Principles of recreational programming | 1 | 2 | 3 | 4 | 5 | 46, 4 |
| | | | | a) therapeutic use of recreation<br>b) psychological, social and physiological components of recreational activities<br>c) community and personal recreational resources | | | | | | |
| 1 | 2 | 3 | 4 | 414. Principles of health maintenance | 1 | 2 | 3 | 4 | 5 | 48, 4 |
| | | | | a) concept of wellness<br>b) nutrition<br>c) personal hygiene<br>d) illness and accident prevention<br>e) first aid | | | | | | |

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Comput Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
| 1 | 2 | 3 | 4 | SKILL OBJECTIVES | 1 | 2 | 3 | 4 | 5 | Colum |
| | | | | A. Using self and the environment to promote, among young people in care, feelings of being safe, secure, accepted, and cared for, by: | | | | | | |
| 1 | 2 | 3 | 4 | 415. Building helping relationships | 1 | 2 | 3 | 4 | 5 | 50, 5 |
| | | | | a) building trust<br>b) communicating respect, warmth, genuineness<br>c) understanding empathically | | | | | | |
| 1 | 2 | 3 | 4 | 416. Providing emotional support | 1 | 2 | 3 | 4 | 5 | 52, 5 |
| | | | | a) comforting, reassuring, encouraging<br>b) contacting (verbal, physical)<br>c) building self-esteem | | | | | | |
| 1 | 2 | 3 | 4 | 417. Structuring the environment "hygienically" (ie. in a manner which promotes physical and emotional health) | 1 | 2 | 3 | 4 | 5 | 54, 5 |
| | | | | a) communicating expectations clearly<br>b) setting limits<br>c) managing daily routines<br>d) arranging physical and social space<br>e) organizing activities<br>f) structuring time | | | | | | |
| | | | | B. Using self and the environment to facilitate personal development and behavior change of young people, by: | | | | | | |
| 1 | 2 | 3 | 4 | 418. Planning counselling interventions | 1 | 2 | 3 | 4 | 5 | 56, 5 |
| | | | | a) observing and analysing the dynamics of individuals and groups operating in a situation<br>b) applying treatment principles in generating alternative interventions<br>c) evaluating alternatives<br>d) setting priorities and selecting alternatives<br>e) evaluating obtained effect of intervention in relation to desired effect<br>f) communicating treatment plan verbally and in writing | | | | | | |

IMPORTANCE
(Circle one)

FREQUENCY OF USE
(Circle one)

| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | Comput Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Colum |
| 1 | 2 | 3 | 4 | 419. Assisting in problem resolution | 1 | 2 | 3 | 4 | 5 | 58, 5 |
| | | | | a) helping young person to: identify and analyse problems, identify and evaluate alternatives, set goals.<br>b) providing information | | | | | | |
| 1 | 2 | 3 | 4 | 420. Teaching everyday living skills | 1 | 2 | 3 | 4 | 5 | 60, 6 |
| | | | | 421. Using recreational activities | 1 | 2 | 3 | 4 | 5 | 62, 6 |
| | | | | a) mobilizing community and personal resources<br>b) designing therapeutic programs<br>c) supervising activities | | | | | | |
| 1 | 2 | 3 | 4 | 422. Applying behavior modification principles | 1 | 2 | 3 | 4 | 5 | 64, 6 |
| | | | | a) arranging and applying reinforcement to desired behavior<br>b) modeling desired behavior<br>c) removing reinforcing conditions to undesired behavior<br>d) using desired responses<br>e) desensitizing undesirable emotional responses | | | | | | |
| | | | | C. Using self and the environment to manage and utilize crises. (ie. behavior harmful to the young person and/or others, by:- | | | | | | |
| 1 | 2 | 3 | 4 | 423. Containing and de-escalating critical incidents | 1 | 2 | 3 | 4 | 5 | 66, 6 |
| | | | | a) lowering energy level of self and youth involved<br>b) restraining and isolating behavior (physical and verbal)<br>c) facilitating the re-establishing of individual self-control<br>d) re-establishing interpersonal contact | | | | | | |

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Compute Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Column |
| 1 | 2 | 3 | 4 | 424. Integrating crises into ingoing treatment | 1 | 2 | 3 | 4 | 5 | 68, 69 |
| | | | | a) providing emotional support<br>b) facilitating understanding of events, emotions<br>c) facilitating problem solving | | | | | | |
| | | | | D. Using self and the environment to promote physical health, by:- | | | | | | |
| 1 | 2 | 3 | 4 | 425. Providing emergency first aid | 1 | 2 | 3 | 4 | 5 | 70, 71 |
| 1 | 2 | 3 | 4 | 426. Planning nutritionally balanced meals | 1 | 2 | 3 | 4 | 5 | 72, 73 |
| 1 | 2 | 3 | 4 | 427. Providing personal hygiene instruction | 1 | 2 | 3 | 4 | 5 | 74, 75 |
| 1 | 2 | 3 | 4 | 428. Controlling the physical environment in order to prevent accidents or illness | 1 | 2 | 3 | 4 | 5 | 76, 7 |
| | | | | E. Establishing and maintaining a support system both personally and within a work setting, by:- | | | | | | |
| 1 | 2 | 3 | 4 | 429. Balancing personal life (eg. between work and play) | 1 | 2 | 3 | 4 | 5 | 78, 7 |
| | | | | a) assessing personal and professional strengths, weaknesses, needs<br>b) collecting resources to meet needs | | | | | | |
| 1 | 2 | 3 | 4 | 430. Establishing and maintaining a supportive peer group within work setting | 1 | 2 | 3 | 4 | 5 | Card 80/ |
| | | | | a) facilitating peer feedback<br>b) self-disclosing appropriately<br>c) accepting personal responsibility appropriately | | | | | | |

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Comput Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
| 1 | 2 | 3 | 4 | ATTITUDE OBJECTIVES | 1 | 2 | 3 | 4 | 5 | Colum |
| | | | | The student: | | | | | | |
| 1 | 2 | 3 | 4 | 431. Respects and cares for others | 1 | 2 | 3 | 4 | 5 | 2, |
| 1 | 2 | 3 | 4 | 432. Respects and cares for him/her self | 1 | 2 | 3 | 4 | 5 | 4, |
| 1 | 2 | 3 | 4 | 433. Is genuine in interactions with others | 1 | 2 | 3 | 4 | 5 | 6, |
| 1 | 2 | 3 | 4 | 434. Is curious and willing to learn from others and his/her experiences. | 1 | 2 | 3 | 4 | 5 | 8, |
| 1 | 2 | 3 | 4 | 435. Accepts personal responsibility for his/her behaviour, being neither over-responsible or under-responsible | 1 | 2 | 3 | 4 | 5 | 10, 1 |
| 1 | 2 | 3 | 4 | 436. Accepts or tolerates differences in others' values, beliefs, life styles. | 1 | 2 | 3 | 4 | 5 | 12, 1 |
| 1 | 2 | 3 | 4 | 437. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences, on present behavior and attitudes. | 1 | 2 | 3 | 4 | 5 | 14, 1 |
| 1 | 2 | 3 | 4 | 438. Seeks to be aware of the impact on others of his/her behavior and attitudes. | 1 | 2 | 3 | 4 | 5 | 16, 1 |
| 1 | 2 | 3 | 4 | 439. Maintains appropriate confidentiality. | 1 | 2 | 3 | 4 | 5 | 18, 1 |
| 1 | 2 | 3 | 4 | 440. Seeks to be aware of own needs, strengths, in developing relationships. | 1 | 2 | 3 | 4 | 5 | 20, 2 |
| 1 | 2 | 3 | 4 | 441 Displays a non-blaming perspective with regard to personal, group or family problems. | 1 | 2 | 3 | 4 | 5 | 22, 2 |
| 1 | 2 | 3 | 4 | 442. Is aware of his/her personal motivation to help. | 1 | 2 | 3 | 4 | 5 | 24, 2 |

PART IV - B (1)

Are there any objectives in information, skill, or attitude areas which should be included in our program objectives in order to better prepare workers for this field? Please list and indicate if possible how important and how frequently used the objectives would be. This and the following page are provided for this purpose.

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Compute Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | Column |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | | | | |
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PART IV - B (2)

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Compute Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Colum |

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PART V

The Youth Development program was designed with three major goals in mind, which are listed as A, B and C below. Below are some specific questions related to these goals. Please circle the number which best represents your opinion on each item.

A. The program prepares people as specialists in understanding and working with young people.

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 26 |
| Strongly Agree | Agree | Don't Know | Disagree | Strongly Disagree | |

Comments:

B. The program provides realistic practical training for people working with youth.

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 27 |
| Strongly Agree | Agree | Don't Know | Disagree | Strongly Disagree | |

Comments:

-- The field placement component contributes significantly to achieving these goals.

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 28 |
| Strongly Agree | Agree | Don't Know | Disagree | Strongly Disagree | |

Comments:

-- The program information coursework contributes significantly to achieving these goals. (eg. Issues in Youth, Treatment Methods, Theories of Counselling, Family Dynamics).

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 29 |
| Strongly Agree | Agree | Don't Know | Disagree | Strongly Disagree | |

Comments:

Computer Use Only

-- The academic service courses contribute significantly to achieving these goals. (eg. Introductory Psychology, Introductory Sociology, Academic Electives).

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|
| Strongly Agree | Agree | Don't Know | Disagree | Strongly Disagree | 30 |

Comments: ______________________________

______________________________

______________________________

-- The skill development part of the program contributes significantly to achieving these goals. (eg. In Youth Counselling 1, 11, Human Relations).

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|
| Strongly Agree | Agree | Don't Know | Disagree | Strongly Disagree | 31 |

Comments: ______________________________

______________________________

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-- The personal development part of the program contributes significantly to achieving these goals. (eg. In Human Relations, Family Dynamics, etc.)

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|
| Strongly Agree | Agree | Don't Know | Disagree | Strongly Disagree | 32 |

Comments: ______________________________

______________________________

______________________________

C. The program provides existing staff within various institutions and agencies with the opportunity to upgrade themselves.

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|
| Strongly Agree | Agree | Don't Know | Disagree | Strongly Disagree | 33 |

Comments: ______________________________

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______________________________

-- Do you think the Youth Development Program should become involved in providing education services to you and others who are presently working in the field?

(1) YES ________ (2) NO ________ 34

PART VI

Computer
Use
Only

-- If you think the program should become involved, what would you like to see being offered? What format should be used (eg. Correspondence, Seminars, Credit Courses, etc.)?

Use Only

ELECTIVES:

1. Electives provided a "general education" component to your college program. (i.e. information not specifically related to your area of study.)

(Circle the number that best represents your opinion)

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | | Disagree | Strongly Disagree |

35

Comments:

2. In general to what degree have you been satisfied/dissatisfied with the selection of electives available to you in the various trimesters?

(Circle the number that best represents your opinion)

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Satisfied | | | | Very Dissatisfied |

36

Comments:

3. In general how satisfied/dissatisfied were you with the electives in which you were enrolled?

(Circle the number that best represents your opinion)

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Satisfied | | | | Very Dissatisfied |

37

Comments:

4. Please indicate the degree to which you agree/disagree with the following statement:

Community Colleges should educate people for more than just a career therefore a student should be able to choose from a wide selection of electives.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | | | | Strongly Disagree |

38

Comments:

Computer
Use
Only

5. How many electivies would you suggest be included in the Youth Development Program?

______________________________ 39

6. Additional comments?

COMMENTS ON THIS EVALUATION?

# APPENDIX 2

## Child Care (Counselling) Centres Questionnaire

**Grant MacEwan Community College**
Box 1796, Edmonton, Alberta T5J 2P2

ASSUMPTION CAMPUS and
ADMINISTRATIVE OFFICES
10766 - 97 Street
T5J 2P2
(403) 425-8810
(403) 429-2503 (Registrar)

CROMDALE CAMPUS
8020 - 118 Avenue
T5B 0R8
(403) 474-8521

JASPER PLACE CAMPUS
10045 - 156 Street
T5P 2P7
(403) 484-7791

MILL WOODS CAMPUS
7319 - 29 Avenue
T6K 2P1
(403) 462-5501

The Youth Development Program was instituted in 1972 in response to a request from concerned people in the community to provide a program which would train people "as specialists in understanding and working with young people". They further asked for "realistic, practical training". Through the initial program design and subsequent consultation the program has evolved as the only one of its kind in Alberta focusing on the education of workers for children and young people "at risk".

The program has graduated to date over fifty students, about forty of whom are or have been employed in the area of counselling children or youth at risk.

This being the fifth year of the program's existence, it is time to review with you, employers of the graduates, the program's goals and objectives. Your responses will facilitate the adjustment of the program to better meet the needs of the community.

I am aware of the energy and time required to answer so many questions and I appreciate your willingness to take part.

This part of our evaluation concerns the relevance of program objectives to the child care/youth counselling function as performed in your agency. You are asked to arrive at a rating of the information, skill, and attitude objectives as to their importance and their frequency of use. You are then invited to suggest objectives which you believe should be added to the program to better prepare graduates to work in your particular setting.

I will meet with you at a later date to receive any additional feedback.

Thanks again.

Yours truly,

Don

Don Meen,
Instructor,
Youth Development Program

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PART 1

1. Name of agency:________________________________________ 1, 2

2. How many graduates of the Youth Development Program have been employed by your agency? ____________ 3, 4

3. How many are still in your agency's employ?____________ 5, 6

4. The Youth Development Program was designed with three major goals in mind -- (A, B, C, below). Please indicate the degree to which the progam has met these goals, as well as the importance of that goal to the needs of your agency, by circling the number after each item which best represents your opinion.

A. One goal of the Youth Development Program is to prepare people as specialists in understanding and working with young people.

To what extent do you think the program achieves this goal?

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7. |
| very well | | adequately | | poorly | cannot judge | |

Comments:________________________________________

________________________________________________

________________________________________________

How important is this goal to the needs of your agency?

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 8. |
| very important | important | not very important | not important at all | cannot judge | |

Comments:________________________________________

________________________________________________

________________________________________________

B. Another goal of the Youth Development Program is to provide realistic practical training for people working with youth.

To what extent do you think the program achieves this goal? 9.

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| very well | | adequately | | poorly | cannot judge |

Comments:________________________________________

________________________________________________

________________________________________________

How important is this goal to the needs of your agency?

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 10. |
| very important | important | not very important | not important at all | cannot judge | |

Comments:________________________________________

________________________________________________

________________________________________________

Computer Use Only

C. Another goal of the Youth Development Program is to provide existing staff within various institutions and agencies with the opportunity to upgrade themselves.

To what extent do you think the program achieves this goal?

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 11 |
| very well | | adequately | | poorly | cannot judge | |

Comments: ______________________________

How important is this goal to the needs of your agency?

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 12 |
| very important | important | not very important | not important at all | cannot judge | |

Comments: ______________________________

5. Overall, how would you rate the job performance of the graduate(s) who are or have been employed by your agency?

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 13 |
| Superior | | Average | | Inferior | cannot judge | |

COMMENTS:

PART 11 - A

INTRODUCTION:

This section of the questionnaire asks about the relevance of the program's objectives to the work child care/youth counsellors are doing in your agency. Please rate each numbered objective as to its importance and frequency of use.

1. When answering the questionnaire, focus on the FIRST or BEGINNING LEVEL of child care/youth counselling. (e.g. Child Care Worker I).
2. We are interested in knowing what is needed now; therefore, when responding to the items, rate as things are, not as you think they should or will be.
3. Read each item carefully. Rate the importance of that objective to effective job performance on the left hand scale. Depending on the importance, check "1" for "necessary-can't do without" to 4 for "not necessary". (Full description of scale provided below).
4. Rate how often one uses that objective on the right hand scale. Depending on the frequency, check "1" for "very often - daily" to "5" for "never". (Full description of scale provided below.)
5. If you wish to elaborate on your answers, write your comments on the reverse of the page.
6. Major topics are listed alphabetically, under many objectives. This is to explain the objectives more clearly. Please rate ONLY the numbered objectives themselves.

DEFINITIONS OF RATING SCALE:

A. IMPORTANCE TO EFFECTIVE JOB PERFORMANCE

This scale is designed to determine how important a particular objective is to being an effective child care/youth counsellor.

The scale ranges from "1" to "4", with respective numbers indicating:

1. NECESSARY - CAN'T DO WITHOUT-- The job can't be done without this information, skill, or attitude. e.g. counsel people without having adequate communication skills.
2. IMPORTANT - SHOULD HAVE-- The person should have this information, skill, or attitude: it would be difficult to do the job without it. e.g. represent a child's interests in court without knowing policies and procedures of Juvenile Court.
3. USEFUL - NICE TO HAVE -- It would be nice to have this information, skill, or attitude but you could get by without it. e.g. driving skills which allow you to use an agency vehicle although there are others who are usually available to drive.
4. NOT NECESSARY -- This information, skill, or attitude is not called for at all in performing the job, e.g. employee selection interview skill if a person is never involved in hiring staff.

B. FREQUENCY OF USE.

This scale is designed to indicate how often the information, skill, or attitude is used by a person in child care/youth counselling.

1. VERY OFTEN - DAILY -- at least once a day.
2. OFTEN - WEEKLY -- at least once a week.
3. OCCASIONALLY - MONTHLY -- once, twice or three times each month.
4. SELDOM - LESS OFTEN THAN MONTHLY -- less often than once a month.
5. NEVER.

PART IV - A

| IMPORTANCE (Circle One) | | | | | FREQUENCY OF USE (Circle One) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful - nice to have | not necessary | | very often-daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | Computer Use Only |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | |
| | | | | EXAMPLE: | | | | | | |
| 1 | 2 | 3 | 4 | 40X An understanding of basic principles in physics | 1 | 2 | 3 | 4 | 5 | 1X |
| | | | | a) laws of mechanics | | | | | | |
| | | | | b) laws of optics | | | | | | |

If you think the above information is important (i.e. you should have it - it would be difficult to do the job without it), you would circle 2 on the LEFT scale).

If you think this information is used often (i.e. at least once a day) you would circle 1 on the RIGHT scale.

Each objective will be rated for IMPORTANCE AND FREQUENCY OF USE. For our example, we would see:

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | [✓ 2] | 3 | 4 | 40X An understanding of basic principles in physics | [✓ 1] | 2 | 3 | 4 | 5 | 1X |
| | | | | a) laws of mechanics | | | | | | |
| | | | | b) laws of optics | | | | | | |

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Computer Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-Can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | less often seldom-than monthly | never | |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Columns |
| | | | | INFORMATION OBJECTIVES | | | | | | |
| 1 | 2 | 3 | 4 | 401. Child and youth development | 1 | 2 | 3 | 4 | 5 | 14, 15 |
| | | | | a) major developmental issues of pre-adolescence and adolescence<br>b) socio-cultural influences on youth | | | | | | |
| 1 | 2 | 3 | 4 | 402. Principles of human behavior | 1 | 2 | 3 | 4 | 5 | 16, 17 |
| | | | | a) development<br>b) learning<br>c) motivation<br>d) personality<br>e) abnormal behavior | | | | | | |
| 1 | 2 | 3 | 4 | 403. Development and nature of human society | 1 | 2 | 3 | 4 | 5 | 18, 19 |
| | | | | a) socialization<br>b) concept of culture<br>c) social organization and stratification<br>d) primary groups<br>e) associations<br>f) collective behavior<br>g) population and ecology<br>h) ethnic and minority groups relations<br>i) major social institutions in Canada | | | | | | |
| 1 | 2 | 3 | 4 | 404. Written, verbal and non-verbal communication | 1 | 2 | 3 | 4 | 5 | 20,21 |
| | | | | a) types of writing (eg. descriptive, narrative)<br>b) elements and types of written assignments (eg. letters, reference paper, essays)<br>c) media influence<br>d) semantics, logic | | | | | | |
| 1 | 2 | 3 | 4 | 405. The phenomenon of juvenile delinquency | 1 | 2 | 3 | 4 | 5 | 22, 23 |
| | | | | a) contributing factors<br>b) legislation<br>c) intervention - legal, treatment | | | | | | |

| IMPORTANCE (Circle one) necessary-Can't do without | important-should have | useful-nice to have | not necessary | | FREQUENCY OF USE (Circle one) very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | Compute Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | | | | | | | |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Column |
| | | | | 406. Counselling theory | 1 | 2 | 3 | 4 | 5 | 24, 25 |
| | | | | a) nature and goals of helping<br>b) role of the helping relationship<br>c) major theories of counselling<br>-psychodynamic<br>-behavioral<br>-humanistic | | | | | | |
| 1 | 2 | 3 | 4 | 407. Dynamics of interpersonal relations and communication | 1 | 2 | 3 | 4 | 5 | 26, 27 |
| | | | | a) sources of self-awareness<br>b) styles of communication<br>c) communication skills<br>-giving and receiving feedback<br>-achieving a shared understanding | | | | | | |
| 1 | 2 | 3 | 4 | 408. Dynamics of people in small groups | 1 | 2 | 3 | 4 | 5 | 28, 29 |
| | | | | a) leadership<br>b) decision making, problem solving<br>c) group goals, cohesion, norms<br>d) communication within groups<br>e) controversy and conflict | | | | | | |
| 1 | 2 | 3 | 4 | 409. Characteristics and role of one-to-one helping skills | 1 | 2 | 3 | 4 | 5 | 30, 3 |
| | | | | a) listening skills<br>b) leading skills<br>c) reflecting skills<br>d) summarizing skills<br>e) confronting skills<br>f) informing skills<br>g) crisis intervention skills<br>h) "personal survival" skills<br>i) problem solving skills | | | | | | |
| 1 | 2 | 3 | 4 | 410. Dynamics of counselling in a group context | 1 | 2 | 3 | 4 | 5 | 32,33 |
| | | | | a) hygienic structure of time and space in the environment<br>b) management of conflict in group context<br>c) gang formation, contagion within groups | | | | | | |

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Compute Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Column |
| 1 | 2 | 3 | 4 | 411. Principles of treatment in the milieu or life-space | 1 | 2 | 3 | 4 | 5 | 34, 35 |
| | | | | a) concept of milieu intervention<br>b) treatment planning using<br>i) psychodynamic<br>ii) behavioral and<br>iii) humanistic models | | | | | | |
| 1 | 2 | 3 | 4 | 412. Family dynamics | 1 | 2 | 3 | 4 | 5 | 36, 37 |
| | | | | a) family as a special group with history and future<br>b) patterns of interaction and communication within families | | | | | | |
| 1 | 2 | 3 | 4 | 413. Principles of recreational programming | 1 | 2 | 3 | 4 | 5 | 38, 39 |
| | | | | a) therapeutic use of recreation<br>b) psychological, social and physiological components of recreational activities<br>c) community and personal recreational resources | | | | | | |
| 1 | 2 | 3 | 4 | 414. Principles of health maintenance | 1 | 2 | 3 | 4 | 5 | 40, 41 |
| | | | | a) concept of wellness<br>b) nutrition<br>c) personal hygiene<br>d) illness and accident prevention<br>e) first aid | | | | | | |

| IMPORTANCE (Circle one) | | | | | FREQUENCY OF USE (Circle one) | | | | | Compute Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
| 1 | 2 | 3 | 4 | **SKILL OBJECTIVES** | 1 | 2 | 3 | 4 | 5 | Column |
| | | | | A. Using self and the environment to promote, among young people in care, feelings of being safe, secure, accepted, and cared for, by: | | | | | | |
| 1 | 2 | 3 | 4 | 415. Building helping relationships | 1 | 2 | 3 | 4 | 5 | 42, 43 |
| | | | | a) building trust<br>b) communicating respect, warmth, genuineness<br>c) understanding empathically | | | | | | |
| 1 | 2 | 3 | 4 | 416. Providing emotional support | 1 | 2 | 3 | 4 | 5 | 44, 45 |
| | | | | a) comforting, reassuring, encouraging<br>b) contacting (verbal, physical)<br>c) building self-esteem | | | | | | |
| 1 | 2 | 3 | 4 | 417. Structuring the environment "hygienically" (ie. in a manner which promotes physical and emotional health | 1 | 2 | 3 | 4 | 5 | 46, 47 |
| | | | | a) communicating expectations clearly<br>b) setting limits<br>c) managing daily routines<br>d) arranging physical and social space<br>e) organizing activities<br>f) structuring time | | | | | | |
| | | | | B. Using self and the environment to facilitate personal development and behavior change of young people, by: | | | | | | |
| 1 | 2 | 3 | 4 | 418. Planning counselling interventions | 1 | 2 | 3 | 4 | 5 | 48, 49 |
| | | | | a) observing and analysing the dynamics of individuals and groups operating in a situation<br>b) applying treatment principles in generating alternative interventions<br>c) evaluating alternatives<br>d) setting priorities and selecting alternatives<br>e) evaluating obtained effect of intervention in relation to desired effect<br>f) communicating treatment plan verbally and in writing | | | | | | |

IMPORTANCE
(Circle one)

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| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | Compute Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Column |
| 1 | 2 | 3 | 4 | 419. Assisting in problem resolution | 1 | 2 | 3 | 4 | 5 | 50, 51 |
| | | | | a) helping young person to: identify and analyse problems, identify and evaluate alternatives, set goals.<br>b) providing information | | | | | | |
| 1 | 2 | 3 | 4 | 420. Teaching everyday living skills | 1 | 2 | 3 | 4 | 5 | 52, 53 |
| 1 | 2 | 3 | 4 | 421. Using recreational activities | 1 | 2 | 3 | 4 | 5 | 54, 55 |
| | | | | a) mobilizing community and personal resources<br>b) designing therapeutic programs<br>c) supervising activities | | | | | | |
| 1 | 2 | 3 | 4 | 422. Applying behavior modification principles | 1 | 2 | 3 | 4 | 5 | 56, 57 |
| | | | | a) arranging and applying reinforcement to desired behavior<br>b) modeling desired behavior<br>c) removing reinforcing conditions to undesired behavior<br>d) using desired responses<br>e) desensitizing undesirable emotional responses | | | | | | |
| | | | | C. Using self and the environment to manage and utilize crises. (ie. behavior harmful to the young person and/or others, by:- | | | | | | |
| 1 | 2 | 3 | 4 | 423. Containing and de-escalating critical incidents | 1 | 2 | 3 | 4 | 5 | 58, 5 |
| | | | | a) lowering energy level of self and youth involved<br>b) restraining and isolating behavior (physical and verbal)<br>c) facilitating the re-establishing of individual self-control<br>d) re-establishing interpersonal contact | | | | | | |

IMPORTANCE
(Circle one)

FREQUENCY OF USE
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| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | Compute Use Only |
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| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Colum |
| 1 | 2 | 3 | 4 | 424. Integrating crises into ingoing treatment | 1 | 2 | 3 | 4 | 5 | 60, 61 |
| | | | | a) providing emotional support<br>b) facilitating understanding of events, emotions<br>c) facilitating problem solving<br>D. Using self and the environment to promote physical health, by:- | | | | | | |
| 1 | 2 | 3 | 4 | 425. Providing emergency first aid | 1 | 2 | 3 | 4 | 5 | 62, 63 |
| 1 | 2 | 3 | 4 | 426. Planning nutritionally balanced meals | 1 | 2 | 3 | 4 | 5 | 64, 65 |
| 1 | 2 | 3 | 4 | 427. Providing personal hygiene instruction | 1 | 2 | 3 | 4 | 5 | 66, 67 |
| 1 | 2 | 3 | 4 | 428. Controlling the physical environment in order to prevent accidents or illness | 1 | 2 | 3 | 4 | 5 | 68, 69 |
| | | | | E. Establishing and maintaining a support system both personally and within a work setting, by:- | | | | | | |
| 1 | 2 | 3 | 4 | 429. Balancing personal life (eg. between work and play) | 1 | 2 | 3 | 4 | 5 | 70, 71 |
| | | | | a) assessing personal and professional strengths, weaknesses, needs<br>b) collecting resources to meet needs | | | | | | |
| 1 | 2 | 3 | 4 | 430. Establishing and maintaining a supportive peer group within work setting | 1 | 2 | 3 | 4 | 5 | 72, 73 |
| | | | | a) facilitating peer feedback<br>b) self-disclosing appropriately<br>c) accepting personal responsibility appropriataly | | | | | | |

IMPORTANCE
(Circle one)

FREQUENCY OF USE
(Circle one)

| necessary-can't do without | important-should have | useful-nice to have | not necessary | ATTITUDE OBJECTIVES | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | Compute Use Only |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | 5 | Column |
| | | | | The student: | | | | | | |
| 1 | 2 | 3 | 4 | 431. Respects and cares for others | 1 | 2 | 3 | 4 | 5 | 74, 75 |
| 1 | 2 | 3 | 4 | 432. Respects and cares for him/her self | 1 | 2 | 3 | 4 | 5 | 76, 77 |
| 1 | 2 | 3 | 4 | 433. Is genuine in interactions with others | 1 | 2 | 3 | 4 | 5 | 78, 79 |
| 1 | 2 | 3 | 4 | 434. Is curious and willing to learn from others and his/her experiences. | 1 | 2 | 3 | 4 | 5 | Card2<br>80, 1 |
| 1 | 2 | 3 | 4 | 435. Accepts personal responsibility for his/her behaviour, being neither over-responsible or under-responsible | 1 | 2 | 3 | 4 | 5 | 2, 3 |
| 1 | 2 | 3 | 4 | 436. Accepts or tolerates differences in others' values, beliefs, life styles. | 1 | 2 | 3 | 4 | 5 | 4, 5 |
| 1 | 2 | 3 | 4 | 437. Seeks to be aware of the impact of others and his/her personal background including childhood and family experiences, on present behavior and attitudes. | 1 | 2 | 3 | 4 | 5 | 6, 7 |
| 1 | 2 | 3 | 4 | 438. Seeks to be aware of the impact on others of his/her behavior and attitudes. | 1 | 2 | 3 | 4 | 5 | 8, 9 |
| 1 | 2 | 3 | 4 | 439. Maintains appropriate confidentiality. | 1 | 2 | 3 | 4 | 5 | 10, 11 |
| 1 | 2 | 3 | 4 | 440. Seeks to be aware of own needs, strengths, in developing relationships. | 1 | 2 | 3 | 4 | 5 | 12, 13 |
| 1 | 2 | 3 | 4 | 441 Displays a non-blaming perspective with regard to personal, group or family problems. | 1 | 2 | 3 | 4 | 5 | 14, 15 |
| 1 | 2 | 3 | 4 | 442. Is aware of his/her personal motivation to help. | 1 | 2 | 3 | 4 | 5 | 16, 17 |

PART IV - B (2)

| IMPORTANCE<br>(Circle one) | | | | | FREQUENCY OF USE<br>(Circle one) | | | | | Comput<br>Use<br>Only |
|---|---|---|---|---|---|---|---|---|---|---|
| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | |
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PART IV - B (1)

Are there any objectives in information, skill, or attitude areas which should be included in our program objectives in order to better prepare workers for this field? Please list and indicate if possible how important and how frequently used the objectives would be. This and the following page are provided for this purpose.

**IMPORTANCE**
**(Circle one)**

**FREQUENCY OF USE**
**(Circle one)**

| necessary-can't do without | important-should have | useful-nice to have | not necessary | | very often - daily | often-weekly | occasionally-monthly | seldom-less often than monthly | never | Comput Use Only |
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# APPENDIX 3

## Student Questionnaire

COURSE: EN 100.3 COMMUNICATIONS

DESCRIPTION: This course is aimed primarily at helping students strengthen basic writing skills. In addition it will involve them in studying the influence of the various media and the way verbal and non-verbal language affect everyday life.

A. How effective was this course in enabling you to meet the following objectives? (Cirle the number representing your opinion).

| | Not Effective | Somewhat Effective | Effective | Very Effective |
|---|---|---|---|---|
| 1. A basic understanding of principles and concepts concerning:- | | | | |
| a) levels in English usage | 1 | 2 | 3 | 4 |
| b) types of writing: descriptive, narrative, expository, argumentative. | 1 | 2 | 3 | 4 |
| c) the writing assignment:<br>-organizing and outlining<br>-sentence flow<br>-elements of paragraphing<br>-vocabulary(denotation, commotation,context).<br>-revising. | 1 | 2 | 3 | 4 |
| d) research and library orientation | 1 | 2 | 3 | 4 |
| e) guidelines for the reference paper | 1 | 2 | 3 | 4 |
| f) the formal letter | 1 | 2 | 3 | 4 |
| g) semantics | 1 | 2 | 3 | 4 |
| h) logic | 1 | 2 | 3 | 4 |
| i) non-verbal communication | 1 | 2 | 3 | 4 |
| j) study of essays, articles, short stories, both as models for writing and as material for discussion and written assignments. | 1 | 2 | 3 | 4 |
| k) study of media and their influence, with specific reference to the Journal, representative magazines, T.V., advertising. | 1 | 2 | 3 | 4 |
| 2. An improved ability in basic writing skills. | 1 | 2 | 3 | 4 |

COURSE: PY 101.3 INTRODUCTORY PSYCHOLOGY

DESCRIPTION: An introduction to the study of human behavior. Among the topics explored will be development, learning, motivation, social interaction, personality, abnormal behavior and methods of studying behavior.

A. How effective was this course in enabling you to meet the following objectives?

| | Not Effective | Somewhat Effective | Effective | Very Effective |
|---|---|---|---|---|
| 1. A basic understanding of principles of:- | | | | |
| a) development | 1 | 2 | 3 | 4 |
| b) learning | 1 | 2 | 3 | 4 |
| c) motivation | 1 | 2 | 3 | 4 |
| d) personality | 1 | 2 | 3 | 4 |
| e) abnormal behavior | 1 | 2 | 3 | 4 |

COURSE: SO 101.3 INTRODUCTORY SOCIOLOGY

DESCRIPTION: An analysis of the nature of society, the intrarelationships of its component groups, and the process of persistence and change. The emphasis is on man as a social being and the social forces and institutions which shape him such as socialization, conformist and non-conformist behavior, family, social class and ethnic group reltions.

A. How effective was this course in enabling you to meet the following objectives?

| | Not Effective | Somewhat Effective | Effective | Very Effective |
|---|---|---|---|---|
| 1. A basic understanding of principles and concepts concerning:- | | | | |
| a) socializaton | 1 | 2 | 3 | 4 |
| b) concept of culture | 1 | 2 | 3 | 4 |
| c) social organization and stratification | 1 | 2 | 3 | 4 |
| d) primary groups | 1 | 2 | 3 | 4 |
| e) association | 1 | 2 | 3 | 4 |
| f) collective behavior | 1 | 2 | 3 | 4 |
| g) population and ecology | 1 | 2 | 3 | 4 |
| h) ethnic and minority group relations | 1 | 2 | 3 | 4 |
| i) major social institutions in Canada | 1 | 2 | 3 | 4 |

COURSE: YW 101.3 ISSUES IN YOUTH

DESCRIPTION: An examination of the developmental tasks facing the adolescent including a consideration of the various physical, emotional and intellectual changes occurring during this period. How do contemporary concerns such as drug use, counter culture, and changing values fit into this context?

A. How effective was this course in enabling you to meet the following objectives? (Circle the number representing your opinion).

| | Not Effective | Somewhat Effective | Effective | Very Effective |
|---|---|---|---|---|
| 1. A basic understanding of major developmental issues of pre-adolescence and adolescence. (e.g. identity, sexuality) | 1 | 2 | 3 | 4 |
| 2. A basic understanding of socio-cultural influences on youth. (e.g. family, school, peers) | 1 | 2 | 3 | 4 |

COURSE: PL 202.3 FUNDAMENTALS OF HUMAN RELATIONS

DESCRIPTION: A course in human communications training with focus on improving the individual's ability to relate to others, by increasing self-understanding and creating an awareness of the skills required for effective communications.

A. How effective was this course in enabling you to meet the following objectives? (Circle the number representing your opinion).

| | Not Effective | Somewhat Effective | Effective | Very Effective |
|---|---|---|---|---|
| 1. A basic understanding of sources of self-awareness (e.g. behaviour, sensation, thoughts, emotions, intentions). | 1 | 2 | 3 | 4 |
| 2. A basic understanding of styles of communication. | 1 | 2 | 3 | 4 |
| 3. A basic understanding of principles of effective interpersonal communication. | 1 | 2 | 3 | 4 |
| 4. An ability to identify elements of one's own awareness (e.g. thoughts, feelings, etc). | 1 | 2 | 3 | 4 |
| 5. An ability to communicate ones own awareness. | 1 | 2 | 3 | 4 |
| 6. An ability to gather information about another person'a awareness | 1 | 2 | 3 | 4 |
| 7. An ability to achieve a shared meaning with another person | 1 | 2 | 3 | 4 |

COURSE: YW 303.3 YOUTH COUNSELLING I

DESCRIPTION: This course is concerned with the acquisition of skills necessary to counsel youth on a one to one basis. Extensive exploration of the students' attitudes toward the helping relationship is included.

A. How effective was this course in enabling you to meet the following objectives? (Circle the number representing your opinion).

| | Not Effective | Somewhat Effective | Effective | Very Effective |
|---|---|---|---|---|
| 1. An understanding of the characteristics and role of one-to-one helping skills. | 1 | 2 | 3 | 4 |
| 2. An understanding of stages of the helping process | 1 | 2 | 3 | 4 |
| 3. An ability to interact with an individual in a manner which promotes feelings of safety and acceptance:- | | | | |
| a) an ability to use listening skills effectively | 1 | 2 | 3 | 4 |
| b) an ability to use leading skills effectively | 1 | 2 | 3 | 4 |
| c) an ability to use reflecting skills effectively | 1 | 2 | 3 | 4 |
| d) an ability to use summarizing skills effectively | 1 | 2 | 3 | 4 |

COURSE: YW 304.3 RECREATION AND YOUTH

DESCRIPTION: A course in recreational leadership and recreation skills, in physical, social and cultural activities. The therapeutic use of such activites and planning for children and youth will be emphasized.

A. How effective was this course in enabling you to meet the following objectives? (Circle the number representing your opinion).

| | Not Effective | Somewhat Effective | Effective | Very Effective |
|---|---|---|---|---|
| 1. An understanding of the therapeutic uses of recreation. | 1 | 2 | 3 | 4 |
| 2. An understanding of the psychological, social, physiological components of recreational activities. | 1 | 2 | 3 | 4 |
| 3. An awareness of community and personal recreational resources. | 1 | 2 | 3 | 4 |
| 4. An ability to design appropriate recreational activities. | 1 | 2 | 3 | 4 |

COURSE: YW 305.3 TREATMENT METHODS

DESCRIPTION: This course concerns itself with the operationalization of theories of counselling in treatment methods and systems. An examination of the dynamics of behaviour change according to major treatment models provides bases for treatment intervention.

| A. How effective was this course in enabling you to meet the following objectives? (Circle the number representing your opinion). | Not Effective | Somewhat Effective | Effective | Very Effective |
|---|---|---|---|---|
| 1. An understanding of the concept and dynamics of "life-space" counselling. | 1 | 2 | 3 | 4 |
| 2. An understanding of major treatment models:- | | | | |
| a) psychodynamic model | 1 | 2 | 3 | 4 |
| b) behavioural model | 1 | 2 | 3 | 4 |
| 3. An ability to identify intrapersonal (within a person) and interpersonal (between people) dynamics according to various treatment models. | 1 | 2 | 3 | 4 |
| 4. An ability to apply treatment principles from different models to:- | | | | |
| a) immediate interventions | 1 | 2 | 3 | 4 |
| b) treatment program design | 1 | 2 | 3 | 4 |

COURSE: YW 202.3 JUVENILE DELINQUENCY

DESCRIPTION: This course examines the nature of juvenile delinquency within its sociocultural context. Also included will be consideration of the role of individual and family factors in causation and a survey of treatment methods and legislation currently in effect.

(Circle the number representing your opinion).

A. How effective was this course in helping you to gain:

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 1. An understanding of the nature and extent of juvenile delinquency. | 1 | 2 | 3 | 4 | 5 | 3 |
| 2. An understanding of various factors which contribute to the causation of juvenile delinquency. | 1 | 2 | 3 | 4 | 5 | 4 |
| 3. An awareness of several current treatment approaches and facilities. | 1 | 2 | 3 | 4 | 5 | 5 |
| 4. A basic understanding of legislation affecting youth. (e.g. Child Welfare Act, Juvenile Delinquents Act). | 1 | 2 | 3 | 4 | 5 | 6 |

B. Please comment on your answers:

COURSE: YW 203.3 **THEORIES OF COUNSELLING**

DESCRIPTION: In this course the concept of helping is examined. Students are encouraged to explore their personal motivations toward helping and are exposed to the basic principles of several major theories of counseling.

(Circle the number representing your opinion).

A. How effective was this course in helping you to gain:

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 1. An understanding of the nature of the helping relationship. | 1 | 2 | 3 | 4 | 5 | 3 |
| 2. A basic understanding of analytic approaches to counselling, (e.g. Freud, Eriksen, T.A.) | 1 | 2 | 3 | 4 | 5 | 4 |
| 3. A basic understanding of Behavioral Approaches | 1 | 2 | 3 | 4 | 5 | 5 |
| 4. A basic understanding of Gestalt and Reality therapies. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. A basic understanding of physiological approaches. (e.g. hypnosis, biofeed-back). | 1 | 2 | 3 | 4 | 5 | 7 |
| 6. An awareness of your personal motivation and attitudes toward helping. | 1 | 2 | 3 | 4 | 5 | 8 |

B. Please comment on your answers:

COURSE: YW 204.3 **GROUP PROCESS**

DESCRIPTION: An introduction to theories and research in group dynamics with an experiential emphasis that is both cognitive and affective. Participants will be expected to examine their own styles of relating within a group.

(Circle the number representing your opinion).

A. How effective was this course in helping you gain:

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 1. A basic understanding of principles and concepts related to: | | | | | | |
| a) perception & communication | 1 | 2 | 3 | 4 | 5 | 3 |
| b) membership in groups | 1 | 2 | 3 | 4 | 5 | 4 |
| c) norms, group pressure, group standards | 1 | 2 | 3 | 4 | 5 | 5 |
| d) group goals | 1 | 2 | 3 | 4 | 5 | 6 |
| e) leadership | 1 | 2 | 3 | 4 | 5 | 7 |
| f) group problem solving and decision making | 1 | 2 | 3 | 4 | 5 | 8 |
| g) evolution of working groups | 1 | 2 | 3 | 4 | 5 | 9 |
| 2. An awareness of: | | | | | | |
| a) your own style of relating within a group | 1 | 2 | 3 | 4 | 5 | 10 |
| b) the effect others in a group can have on you | 1 | 2 | 3 | 4 | 5 | 11 |
| c) the effect you can have on others in a group | 1 | 2 | 3 | 4 | 5 | 12 |
| d) the effect of changes in group environment upon you | 1 | 2 | 3 | 4 | 5 | 13 |
| 3. An appreciation of effectively functioning groups, and group skills in maintaining or establishing esteem and support for group members. | 1 | 2 | 3 | 4 | 5 | 14 |
| 4. An improved ability to communicate effectively in group situations. | 1 | 2 | 3 | 4 | 5 | 15 |

COURSE: YW 403.3 **YOUTH COUNSELLING II**

DESCRIPTION: An examination of various approaches to the management of children's and young persons' behavior individually and within groups. Practice in problem-solving will utilize field placement experiences as foci.

(Circle the number representing your opinion)

A. How effective was this course in helping you to gain:

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 1. An improved understanding of the characteristics and role of one-to-one helping skills. | 1 | 2 | 3 | 4 | 5 | 3 |
| 2. A basic understanding of the dynamics of helping in a group context. | 1 | 2 | 3 | 4 | 5 | 4 |
| 3. An ability to use yourself and the environment to facilitate personal development and behaviour change in young people, by: | | | | | | |
| a. using confronting skills | 1 | 2 | 3 | 4 | 5 | 5 |
| b. using problem-solving skills | 1 | 2 | 3 | 4 | 5 | 6 |
| c. using information giving skills | 1 | 2 | 3 | 4 | 5 | 7 |
| 4. An ability to use helping skills in a group context. | 1 | 2 | 3 | 4 | 5 | 8 |
| 5. An ability to use yourself and the environment to manage and utilize crises. | 1 | 2 | 3 | 4 | 5 | 9 |
| 6. An ability to establish and maintain a personal support system within and outside a work setting. | 1 | 2 | 3 | 4 | 5 | 10 |

B. Please comment on your answers: ______________________________

COURSE: CO 211.3

## HEALTH ISSUES

DESCRIPTION: This course is designed to provide basic knowledge and skills in the health maintenance of a client in a variety of human service settings. The course will focus on the concept of wellness. First Aid training is included.

(Circle the number representing your opinion).

A. How effective was this course in helping you gain:

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 1. A basic understanding of concepts and principles of: | | | | | | |
| a) wellness | 1 | 2 | 3 | 4 | 5 | 3 |
| b) nutrition | 1 | 2 | 3 | 4 | 5 | 4 |
| c) personal hygiene | 1 | 2 | 3 | 4 | 5 | 5 |
| d) illness and accident prevention | 1 | 2 | 3 | 4 | 5 | 6 |
| e) first aid | 1 | 2 | 3 | 4 | 5 | 7 |
| 2. An ability to administer basic first aid. | 1 | 2 | 3 | 4 | 5 | 8 |
| 3. An ability to plan nutritionally balanced meals. | 1 | 2 | 3 | 4 | 5 | 9 |
| 4. An ability to provide personal hygiene instruction. | 1 | 2 | 3 | 4 | 5 | 10 |
| 5. An ability to control the environment in order to prevent accidents or illness. | 1 | 2 | 3 | 4 | 5 | 11 |
| 6. An awareness of your own attitudes regarding sexuality. | 1 | 2 | 3 | 4 | 5 | 12 |
| 7. An awareness of how your own attitudes regarding sexuality affect your working with young people. | 1 | 2 | 3 | 4 | 5 | 13 |

B. Please comment on your answers:

COURSE: SS 202.3

## FAMILY DYNAMICS

DESCRIPTION: A study of processes which may occur among people living in the close, ongoing group - the family. This will include an examination of communication, rules, and systems as they evolve during the family's life cycle. Implications for helping intervention will be discussed.

(Circle the number representing your opinion).

A. How effective was this course in helping you to gain:

| | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | |
|---|---|---|---|---|---|---|
| 1. An understanding of the system characteristics of the family. | 1 | 2 | 3 | 4 | 5 | 3 |
| 2. An understanding of family roles. | 1 | 2 | 3 | 4 | 5 | 4 |
| 3. An understanding of the family life cycles. | 1 | 2 | 3 | 4 | 5 | 5 |
| 4. An understanding of communication patterns within the family. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. An understanding of the extended family. | 1 | 2 | 3 | 4 | 5 | 7 |
| 6. An improved ability to interact effectively with families or family members. | 1 | 2 | 3 | 4 | 5 | 8 |

B. Please comment on your answers:

B. Please rate each item according to this response key, except where noted:

RESPONSE KEY

EXAMPLE:

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

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Please make additional comments after each item especially if you think improvement is necessary.

1. A clear statement of course content and objectives was provided at the beginning of the course. ☐ 20

2. Material presented in the course was integrated with that presented in other courses. ☐ 21

3. A clear statement of how you were to be evaluated was provided at the beginning of the course. ☐ 22

4. a) Information presented in class was understandable. ☐ 23

   b) Information presented in the textbook or readings was understandable. ☐ 24

   c) Information presented in class seemed relevant to course objectives. ☐ 25

   d) Information presented in the textbook or readings seemed relevant to course objectives. ☐ 26

5. Below are listed a variety of instructional methods that might be used in a course. In the space provided, please check (✓) whether or not the method was used. Next to each method is a scale from Very Effective to Not At All Effective. By checking the number which best represents your opinion, indicate how effective this method was in helping you learn.

| | | | Very Effective | | Effective | | Not at all Effective | |
|---|---|---|---|---|---|---|---|---|
| METHODS | YES | NO | 1 | 2 | 3 | 4 | 5 | |
| a) Lecture | | | | | | | | 27, 28 |
| b) Film | | | | | | | | 29, 30 |
| c) Guest speaker | | | | | | | | 31, 32 |
| d) Role-play | | | | | | | | 33, 34 |
| e) Student Projects | | | | | | | | 35,36 |
| f) Slide-tape or other audio-visuals | | | | | | | | 37, 38 |
| g) Class discussion | | | | | | | | 39, 40 |
| h) Simulations | | | | | | | | 41, 42 |
| i) Other - please specify: | | | | | | | | 43, 44 |

* Please use the response key on page 2 to answer the items below:

6. The scheduling of class hours was suitable to the nature and objectives of the course. ☐ 45

7. There was sufficient time in the course to:

a) acquire the appropriate knowledge ☐ 46

b) develop the appropriate skills ☐ 47

8. Opportunities were provided in the course for students:

a) learn at their own speed ☐ 48

b) work in small groups ☐ 49

c) learn to apply theory to practice ☐ 50

d) develop self-awareness and foster personal growth ☐ 51

9. The workload in the course was reasonable. ☐ 52

10. The grading system used was fair. ☐ 53

11. Upon request extra help on course work was given by the instructor. ☐ 54

12. The instructor was available for student counselling on personal and/or vocational matters. ☐ 55

13. The size of the class was approximately ☐ (indicate number of students). 56, 57

Was this class size - 1) too large ☐ 2) too small ☐ 3) about right ☐ 58

14. Overall, the quality of this course was:

| 1. | 2. | 3. | 4. | 5. | |
|---|---|---|---|---|---|
| Excellent | | Satisfactory | | Very Poor | 59 |

15. Additional comments?

## PART III - B FIELD PLACEMENT

Computer Use Only

Using the response key below, rate various aspects of your field placement for EACH of FIRST and SECOND YEARS.

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

EXAMPLE: If you think the quality of supervision given by the agency in your first year was excellent and needs no improvement, you would mark 1 in the box labelled FIRST YEAR. If the quality of supervision by the agency in your second year was adequate but could use some improvement, you would mark 3 in the box labelled SECOND YEAR.

| | FIRST YEAR | SECOND YEAR | |
|---|---|---|---|
| 8. The quality of supervision given by the agency was adequate. | 1 | 3 | Column |

46, 47

Additional comments may be written beneath each question or at the end.

| Your field placement gave you the opportunity to: | FIRST YEAR | SECOND YEAR | |
|---|---|---|---|
| 1. Integrate information and skills in response to the demand of the setting. | ☐ | ☐ | 48, 49 |
| 2, Practice such skills as are requisite to effective interaction with clients. | ☐ | ☐ | 50, 51 |
| 3. Discern personal and professional strengths, weaknesses and learning needs. | ☐ | ☐ | 52, 53 |
| 4. Be exposed to a variety of existing services thereby becoming oriented to the field of child care and youth work. | ☐ | ☐ | 54, 55 |
| 5. Understand the demands, personal and professional, placed upon the child care and youth worker. | ☐ | ☐ | 56, 57 |
| 6. The general expectations for field placement were outlined by college staff prior to beginning field placement. | ☐ | ☐ | 58, 59 |
| 7. Field placement(s) offered a valuable and constructive learning experience. | ☐ | ☐ | 60, 61 |
| 8. The quality of supervision given by the agency was adequate. | ☐ | ☐ | 62, 63 |
| 9. Supervisors at field placement agencies dealt adequately with your problems as they arose. | ☐ | ☐ | 64, 65 |
| 10. The field placement supervisor from the College was available to discuss problems concerning field placement. | ☐ | ☐ | 66, 67 |
| 11. The field placement agency made their expectations known at the beginning. | ☐ | ☐ | 68, 69 |

PART III - B FIELD PLACEMENT con'd

| | | FIRST YEAR | SECOND YEAR | Computer Use Only<br>Column |
|---|---|---|---|---|
| 12. | Evaluation of your performance was accurate. | ☐ | ☐ | 70, 71 |
| 13. | Evaluation of your performance was useful in helping you learn. | ☐ | ☐ | 72, 73 |
| 14. | Weekly logs to your College supervisor provided useful feedback. | ☐ | ☐ | 74, 75 |
| 15. | Scheduling to allow field placement on Tuesday and/or Thursday was suitable. | ☐ | ☐ | 76, 77 |
| 16. | The block placement at the beginning of trimester 3 (second year) was useful in orienting you to the agency. | ☐ | ☐ | 78, 79 |
| 17. | The amount of time you were required to spend in placement was (check one) | | | Card 5 |
| | (a) too little | ☐ | ☐ | 80, / 1 |
| | (b) too much | ☐ | ☐ | 2, 3 |
| | (c) about right | ☐ | ☐ | 4, 5 |

13. Do you have any suggestions as to how we might schedule field placement differently in order to provide the best learning opportunity?

________________________________________________

19. Additional comments regarding Field Placement?

________________________________________________

Computer
Use
Only

## PART III - C. INTEGRATION SEMINAR

Please provide your opinions on the statements below concerning integration seminars. Use the following response key:-

RESPONSE KEY

1. No improvement needed
2. Very little improvement needed
3. Some improvement needed
4. Major improvement needed
5. Don't know
6. Not applicable

EXAMPLE: If these was sufficient seminar time in FIRST YEAR to meet objectives and no improvement is needed, you would mark 1 in the box labelled FIRST YEAR after that item. If the same was true in the SECOND YEAR, you would mark 1 in the box labelled SECOND YEAR, after that item.

6, 7

| | FIRST YEAR | SECOND YEAR | |
|---|---|---|---|
| 6. There was sufficient time to meet objectives. | \boxed{1} | \boxed{1} | Column |

SEMINARS PROVIDED THE OPPORTUNITY TO:-

| | FIRST YEAR | SECOND YEAR | Column |
|---|---|---|---|
| 1. Review matters of personal concern. | ☐ | ☐ | 8, 9 |
| 2. Integrate learning experiences. | ☐ | ☐ | 10, 11 |
| 3. Discuss field placement experiences. | ☐ | ☐ | 12, 13 |
| 4. A clear statement of the seminar's purpose was provided. | ☐ | ☐ | 14, 15 |
| 5. A clear statement of evaluation procedures was provided. | ☐ | ☐ | 16, 17 |
| 6. There was sufficient time to meet objectives (listed above as 1, 2, 3). | ☐ | ☐ | 18, 19 |
| 7. The size of the seminar groups was:- (check one) | | | |
| a) too small | ☐ | ☐ | 20, 21 |
| b) too large | ☐ | ☐ | 22, 23 |
| c) about right | ☐ | ☐ | 24, 25 |

8. Additional comments: ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

# APPENDIX 4

## Supervisor Questionnaire

Grant MacEwan Community College
Box 1796, Edmonton, Alberta T5J 2P2

ASSUMPTION CAMPUS and
ADMINISTRATIVE OFFICES
10766 - 97 Street
T5J 2P2
(403) 425-8810
(403) 429-2503 (Registrar)

CROMDALE CAMPUS
8020 - 118 Avenue
T5B 0R8
(403) 474-8521

JASPER PLACE CAMPUS
10045 - 156 Street
T5P 2P7
(403) 484-7791

MILL WOODS CAMPUS
7319 - 29 Avenue
T6K 2P1
(403) 462-5501

May 24, 1978.

To the Supervisor:

The Youth Development Program is undergoing an extensive evaluation this year.

We would appreciate knowing how effective you see our graduate on the attached sixteen skills. Just circle the number after each skill which best represents your opinion. Under each skill you'll see a short list of sub-skills which will explain the skill more thoroughly.

Any additional comments you'd like to make can be written in the blank space under the rating scale.

For example, if you thought the graduate was very effective in building helping relationships, you would mark:

| 215. Building helping relationships | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Not Applicable |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | [✓ 4] | 5 | 6 |

a) building trust
b) communicating respect
warmth
genuineness

c) understanding empathically

Attached is a stamped, addressed envelope for your reply. I'd appreciate hearing from you at the earliest opportunity.

Thanks for your help.

Sincerely,

Don Meen, Program Head,
Youth Development Program.

| | | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Not Applicable |
|---|---|---|---|---|---|---|---|
| 1. | 215. Building helping relationships<br>a) building trust<br>b) communicating respect<br>warmth<br>genuiness<br>c) understanding empathically | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | 216. Providing emotional support<br>a) comforting, reassuring, encouraging<br>b) contacting (verbal, physical)<br>c) building self-esteem | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | 217. Structuring the environment "hygienically" (ie. in a manner which promotes physical and emotional health)<br>a) communicating expectations clearly<br>b) setting limits<br>c) managing daily routines<br>d) arranging physical and social space<br>e) arranging activities<br>f) structuring time | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | 218. Planning counselling interventions<br>a) observing and analyzing the dynamics of individuals and groups operating in a situation.<br>b) applying treatment principles in generating alternative interventions.<br>c) evaluating alternatives<br>d) priorizing and selecting alternatives<br>e) evaluating obtained effect of intervention in relation to desired effect<br>f) communicating treatment plan verbally and in writing | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | 219. Assisting in problem resolution<br>a) helping young person to:<br>-identify problems<br>-set goals<br>-analyze problems<br>-generate and evaluate alternatives<br>b) providing information | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | 220. Teaching everyday living skills | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 221. Using recreational activities<br>a) mobilizing community and personal resources<br>b) designing therapeutic programs<br>c) supervising activities | 1 | 2 | 3 | 4 | 5 | 6 |

| | | Not Effective | Somewhat Effective | Effective | Very Effective | Don't Know | Not Applicable |
|---|---|---|---|---|---|---|---|
| 8. | 222. Applying behaviour modification principles | 1 | 2 | 3 | 4 | 5 | 6 |
| | a) arranging and applying reinforcement to desired behaviour<br>b) modeling desired behaviour<br>c) removing reinforcing conditions to undesired behaviour<br>d) using desired responses<br>e) desensitizing undersirable emotional responses | | | | | | |
| 9. | 223. Containing and de-escalating critical incidents | 1 | 2 | 3 | 4 | 5 | 6 |
| | a) lowering energy level of self and youth involved<br>b) restraining and isolating behaviour (physical and verbal)<br>c) facilitating the re-establishing of individual self-control<br>e) re-establishing interpersonal contact | | | | | | |
| 10. | 224. Integrating crises into ingoing treatment | 1 | 2 | 3 | 4 | 5 | 6 |
| | a) providing emotional support<br>b) facilitating understanding of events, emotions<br>c) facilitating problem solving | | | | | | |
| 11. | 225. Providing emergency first aid | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | 226. Planning nutritionally balanced meals | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | 227. Providing personal hygiene instructions | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | 228. Controling the physical environment in order to prevent accidents or illness | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | 229. Balancing personal life (eg. between work and play) | 1 | 2 | 3 | 4 | 5 | 6 |
| | a) assessing personal and professional strengths, weaknesses, needs<br>b) collecting resources to meet needs | | | | | | |
| 16. | 230. Establishing and maintaining a supportive peer group within work setting | 1 | 2 | 3 | 4 | 5 | 6 |
| | a) facilitating peer feedback<br>b) self-disclosing appropriately<br>c) co-operating with staff members<br>d) accepting personal responsibility appropriately | | | | | | |